



Русский

Specification

Edexcel GCSE in Russian (2RU01)

**Edexcel GCSE (Short Course)
in Russian: Spoken Language (3RU0S)**

**Edexcel GCSE (Short Course)
in Russian: Written Language (3RU0W)**

For first certification 2014

Issue 2

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Introduction

The Edexcel GCSE and Edexcel GCSE (Short Courses) in Russian are designed for use in schools and colleges. They are part of a suite of GCSE qualifications offered by Edexcel.

About this specification

- Choice of focus in the speaking unit.
- 100% externally marked.
- Outcome based, single tier of assessment.
- Emphasis on active use and manipulation of language.
- Builds on best practice from previous Edexcel GCSE qualifications.
- Appropriate as additional or specialist learning (ASL) within the Diploma (Levels 1 and 2).
- Short Courses in two skills: listening and speaking or reading and writing.
- Provides logical progression route to GCE AS and Advanced studies.

Key subject aims

To enable students to develop:

- an understanding of Russian in a variety of contexts
- a knowledge of Russian vocabulary and structures
- transferable language learning skills
- the ability to communicate effectively in Russian
- awareness and understanding of countries and communities where Russian is spoken.

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Specification at a glance

The Edexcel GCSE in Russian consists of four units based on the following skills: speaking, listening, reading and writing.

The Edexcel GCSE (Short Course) in Russian: Spoken Language is formed of two of these units (speaking and listening) and the Edexcel GCSE (Short Course) in Russian: Written Language is formed of the other two units (reading and writing).

The Edexcel GCSE Short Courses and the Edexcel GCSE are available for first certification in 2014.

Students may be entered for a short course at the end of Year 10 or Year 11, however it is no longer possible for students to 'top up' from a short course to the full GCSE.

Unit 1: Listening and Understanding in Russian

*Unit code: 5RU01

- Externally assessed
- Availability: June

46% of
the total
GCSE
Short
Course

23% of
the total
GCSE

Overview of content

- This unit draws on vocabulary and structures from across the four specified **common topic areas** (in the *Common topic areas* section on page 9).
- Students will be tested on their ability to understand spoken Russian. Testing is through a variety of tasks which require a response, written or non-verbal, to demonstrate understanding.

Overview of assessment

- This unit is externally assessed.
- The examination consists of a number of passages or interactions in Russian with a variety of question types. The spoken material will include both formal (for example a telephone message) and informal speech (for example social interaction). There is a single tier of entry for this paper which caters for a wide range of student profiles and rewards work from grades G to A*.
- Timing: 45 minutes (plus 5 minutes' reading time).
- Total number of marks is 50.

*See *Appendix 3* for description of this code and all other codes relevant to this qualification.

Unit 2: Speaking in Russian***Unit code: 5RU02**

- Externally assessed
- Availability: June

**54% of
the total
GCSE
Short
Course**

**27% of
the total
GCSE**

Overview of content

- The focus of the speaking unit will be **chosen by the centre in consultation with the student** and will relate to the following themes: **media, travel and culture** or **sport, leisure and work**.

Overview of assessment

- This unit is externally assessed.
- Students will be expected to demonstrate an ability to use the language for different purposes and in different settings although, these can relate to the same theme. The examination features two tasks.
 1. A focused, picture-based discussion or presentation (with follow-up questions related to a chosen theme).
 2. A general conversation related to a chosen theme.
- Students must undertake these tasks in a specified/timetabled assessment window between March and May and all performances must be recorded.
- Timing: 8-10 minutes in total with half of the time (approximately) spent on each task.
- Total number of marks is 50.

*See *Appendix 3* for description of this code and all other codes relevant to this qualification.

Unit 3: Reading and Understanding in Russian

*Unit code: 5RU03

- Externally assessed
- Availability: June

46% of
the total
GCSE
Short
Course

23% of
the total
GCSE

Overview of content

- This unit draws on vocabulary and structures from across the four specified **common topic areas** (in the *Common topic areas* section on page 9).
- Students will be tested on their ability to understand written Russian. Testing is through a variety of tasks which require a response (either written or non-verbal), to demonstrate their understanding.

Overview of assessment

- This unit is externally assessed.
- The examination consists of a number of short texts, notices or short news reports in Russian which include a range of settings and styles both formal and informal (for example text messages, advertisements, emails). There is a single tier of entry for this paper which caters for a wide range of student profiles and rewards work from grades G to A*.
- Timing: 55 minutes.
- Total number of marks is 50.

*See *Appendix 3* for description of this code and all other codes relevant to this qualification.

Unit 4: Writing in Russian***Unit code: 5RU04**

- Externally assessed
- Availability: June

**54% of
the total
GCSE
Short
Course**

**27% of
the total
GCSE**

Overview of content

- Students will produce **two** pieces of Russian writing in response to a choice of questions that relate to the prescribed themes of this specification: **media, travel and culture** or **sport, leisure and work**.

Overview of assessment

- The writing unit is externally assessed through an examination paper consisting of **two** tasks from a choice of eight. The tasks and related assessment criteria have been designed to accommodate a wide range of student profiles and reward work from grades G to A*.
- The papers reward students for effective communication and knowledge and application of language (as well as accuracy in the second longer task). Tasks will be set in English to ensure that assessment is not over reliant on reading ability. Although elements of the second task are accessible to students seeking grades G to C, the task provides opportunities for stretch and challenge through a more extended writing requirement.
- Timing: one hour.
- Total number of marks is 50.

*See *Appendix 3* for description of this code and all other codes relevant to this qualification.

A Qualification content

Knowledge, skills and understanding

Knowledge and understanding

This Edexcel GCSE in Russian requires students to develop their knowledge of vocabulary and structures in a range of settings which:

- are relevant and of interest to the student
- correspond to the student's level of maturity
- reflect, and are appropriate to, the culture of countries and communities where the language is spoken
- relate, where appropriate, to other areas of the curriculum.

Skills

The Edexcel GCSE in Russian qualification requires students to:

- develop the ability to listen to and understand spoken Russian in a range of contexts and a variety of styles
- communicate in speech for a variety of purposes
- read and respond to different types of written language
- communicate in writing for a variety of purposes
- understand and apply a range of vocabulary and structures
- develop language learning and communication skills which can be applied broadly.

The Edexcel GCSE (Short Course) in Russian: Spoken Language qualification requires students to:

- develop the ability to listen to and understand spoken Russian in a range of contexts and a variety of styles
- communicate in speech for a variety of purposes
- understand and apply a range of vocabulary and structures
- develop language learning and communication skills which can be applied broadly.

The Edexcel GCSE (Short Course) in Russian: Written Language qualification requires students to:

- read and respond to different types of written language
- communicate in writing for a variety of purposes
- understand and apply a range of vocabulary and structures
- develop language learning and communication skills which can be applied broadly.

Edexcel has prescribed the following four common topic areas and linked sub-topics. These, together with the minimum core vocabulary list (*Appendix 5*) have been produced to aid teachers in planning and preparing students for success in *Unit 1: Listening and Understanding in Russian* and *Unit 3: Reading and Understanding in Russian*.

Common topic areas

The papers for listening and reading skills refer to the generic content areas specified below and feature scenarios set in a country where Russian is spoken. All students, regardless of their chosen pathway and theme(s), will be expected to become familiar with them.

Out and about

- Visitor information
- Basic weather
- Local amenities
- Accommodation
- Public transport
- Directions

Customer service and transactions

- Cafés and restaurants
- Shops
- Dealing with problems

Personal information

- General interests
- Leisure activities
- Family and friends
- Lifestyle (healthy eating and exercise)

Future plans, education and work

- Basic language of the internet
- Simple job advertisements
- Simple job applications and CV
- School and college
- Work and work experience

Choice of themes

For speaking and writing units, content will relate to the following broad themes. However, as the qualification provides flexibility, choice and, in the speaking unit, scope for personalised learning, students are free to focus on one of the following.

Theme	Possible related content
--------------	---------------------------------

The following content is indicative only.

1. Media, travel and culture	Music/film/reading Fashion/celebrities/religion Blogs/internet Holidays Accommodation Eating, food, drink
-------------------------------------	--

2. Sport, leisure and work	Hobbies/interests Sporting events Lifestyle choices Work experience/part-time jobs Product or service information
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Students can follow a vocationally focused pathway through the choice of theme in the speaking unit. Students should be familiar with all of the above themes for the writing unit.

Unit 1 Listening and Understanding in Russian

Overview

Content overview

To prepare students for this unit, teachers should present and exploit a range of vocabulary relevant to all the common topic areas as listed on page 9 and, where appropriate, building on the Key Stage 3 Programme of Study. Students should become accustomed to hearing Russian language in a range of styles or different registers and in a variety of contexts, as appropriate to their age and level of understanding. Material used will feature both male and female voices and represent different age groups. Featured scenarios and situations are generally set in a Russian-speaking country or community and students will be expected to develop appropriate cultural awareness and understanding.

Assessment overview

- The general content of the assessment tasks should be familiar and accessible to students.
- Students must demonstrate their understanding of pre-recorded spoken language. The recordings feature male and female native Russian speakers who will speak at a rate that is appropriate to the expected level of students' understanding.
- In addition to the time indicated below, students have 5 minutes in which to read through the paper before the examination starts. This provides an opportunity for students to familiarise themselves with the length and the layout of the examination paper before hearing the recordings.
- Timing: 45 minutes (plus 5 minutes' reading time).
- Each passage of Russian 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.
- The recordings are sent out in CD ROM format or as sound files that can be accessed via a secure download.
- The examination paper features questions that are asked in English requiring non-verbal responses. A number of question types are used for this, including multiple-choice and matching exercises. A mixture of visual and short verbal cues in English may be provided.

- Students are also required to give their own short/written English-language responses (two or three words may suffice) to certain questions.
- To encourage students to complete the entire paper, the paper follows a 'peaks and troughs' model which means that questions appear in a mixed order rather than in order of increasing difficulty.
- The paper carries a total of 50 marks.
- The question titles and rubrics will be in English throughout the paper.

Unit 2 Speaking in Russian

Overview

Content overview

- Students are required to develop oral communication skills in different settings and for different purposes related to one (or both) of the following themes:
 - media, travel and culture
 - sport, leisure and work.
- The above themes are broad and offer students scope to engage in activities that coincide with their true interests, experience and aspirations. Assessment scenarios should provide opportunities for them to demonstrate knowledge and understanding of Russian language and grammar as well as to present, discuss, interact, respond to questions, express feelings and give opinions in Russian. Students, in negotiation with their teacher, can choose to relate their speaking assessments to either of the above themes. Alternatively, they may undertake one task linked to *media, travel and culture* and relate the other task to *sport, leisure and work*.
- Teachers are encouraged to engage students in a variety of speaking activities as they develop their language skills. These may range from participating in a simple 1:1 conversation to a more complex group discussion or podcast production. Some possible subtopics appear on page 10 and many more are possible.
- Students are expected to develop an appropriate awareness and understanding of the culture and society of Russian-speaking countries and communities as part of their Russian language study.

Assessment overview

- Students must undertake **two** separate speaking tasks, each linked to one or more of the prescribed themes. These must include both of the following task types:
 - picture-based discussion (or presentation) with follow-up questions
 - general conversation linked to a theme.
- Each task should last for approximately 4-5 minutes and must occur in a timetabled assessment window usually between March and May. Exact dates will be published on the GCSE examinations timetable.
- Students must engage in a **discussion related to a picture** (or other visual) that they have chosen **or** give a **presentation** (1 to 2 minutes maximum) and then respond to a series of linked follow-up questions and answers. These tasks give students choice of content and, therefore, enable them to take some ownership of their assessment. It is intended that students use the picture as a prompt to discussion and that it relates to something they have some interest or involvement in (for example an activity, club or a place). It is not envisaged that students will be presented with an unseen picture a few minutes prior to assessment or that they are asked in-depth questions on every aspect of its visual content. Similarly, students giving a presentation must be able to choose its content and prepare. Students can prepare for picture/or presentation-based assessment on an individual basis in advance of the assessment and must be permitted access to an appropriate bilingual dictionary during this time.
- Students may refer to an A5 sheet of paper with bulleted notes (30 words maximum).

As the assessment for both task types is outcome based, teachers should ensure that they ask questions which are sufficiently challenging to maximise student performance. Teachers should be familiar with the general content of their students' discussions and/or presentations in advance so that they can prepare accordingly. However, it is important that teachers **do not** inform students in advance about the specific questions that they intend to use in the live assessments and **do not** rehearse specific individual assessments.

The **general conversation** enables students to demonstrate that they can present information and give opinions as well as interact effectively with another Russian speaker. This task is linked to a chosen theme. Students must be given an opportunity to respond to unpredictable language and teachers should generally ensure that they provide adequate opportunities for students to perform at their optimal level. It is, therefore, important that teachers do **not** prepare a specific list of questions with their students in advance.

The tasks will attract a maximum of 50 marks (25 marks for each task) in accordance with the following assessment criteria. Marks are awarded for *content and response*, *range of language* and *accuracy*. Students are able to score the highest marks without perfect or native speaker level Russian.

Assessment criteria

The following grids are common to all task types undertaken in this unit.

Content and response	Mark
<ul style="list-style-type: none"> • Very confident and fluent. • Frequently takes initiative and develops elaborate responses. • No difficulty in explaining wide range of ideas and points of view. • Very little or no hesitation. 	13-15
<ul style="list-style-type: none"> • Speaks confidently. • Takes initiative and develops more elaborate responses. • Expresses and explains ideas and points of view without undue difficulty. • Little hesitation and little or no prompting necessary. 	10-12
<ul style="list-style-type: none"> • Able to participate in familiar, straightforward discussions and conversations, but experiences problems with more complex question forms. • Conveys opinions, but rarely expands. • Some hesitation, but able to deal with some unpredictable elements. 	7-9
<ul style="list-style-type: none"> • Able to convey some simple information and opinions without ambiguity, but responses very limited. • Very hesitant and reliant on teacher-examiner prompting. 	4-6
<ul style="list-style-type: none"> • Conveys very little relevant information in minimal responses (mainly one-word replies) • Very limited comprehension of basic questions. • Wholly reliant on teacher-examiner prompting. 	1-3
<ul style="list-style-type: none"> • No rewardable content. 	0

Range of language	Mark	Accuracy	Mark
<ul style="list-style-type: none"> • Uses wide range of appropriate vocabulary and structures, including some complex lexical items. • Consistently competent use of different tenses. 	5	<ul style="list-style-type: none"> • Very accurate, with only isolated and usually insignificant errors. • Consistently good pronunciation and intonation. 	5
<ul style="list-style-type: none"> • Good variety of appropriate vocabulary and structures. • Unambiguous use of different verb tenses. • Generally at ease with subordination. 	4	<ul style="list-style-type: none"> • Some errors, especially in more complex structures, but generally accurate. • Pronunciation and intonation generally good. 	4
<ul style="list-style-type: none"> • Adequate but predictable range of vocabulary and structures. • May include different tenses or time frames, perhaps with some ambiguity. • Some examples of subordination. 	3	<ul style="list-style-type: none"> • A fair number of errors made, including some basic, but communication overall unaffected. • Pronunciation and intonation generally accurate. 	3
<ul style="list-style-type: none"> • Limited and/or repetitive range of vocabulary or structures. • Predominantly uses short sentences. 	2	<ul style="list-style-type: none"> • Many basic errors, but main points communicated. • Simple 'pre-learnt' stereotypes correct. • Pronunciation generally understandable. 	2
<ul style="list-style-type: none"> • Very limited range of basic structures. • Frequently resorts to non-target language. • Rarely offers complete sentences. 	1	<ul style="list-style-type: none"> • Consistently inaccurate language and pronunciation frequently impede basic communication. • Only isolated examples of accurate language. 	1
<ul style="list-style-type: none"> • No rewardable language. 	0	<ul style="list-style-type: none"> • No rewardable language. 	0

Unit 3 Reading and Understanding in Russian

Overview

Content overview

To prepare students adequately for this unit, teachers should present and exploit a range of vocabulary relevant to all the common topic areas (page 9) and, where appropriate, build on the Key Stage 3 Programme of Study. 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 will be presented with different fonts and formats, for example, short printed messages, advertisements and email messages. Material presented will usually relate to a Russian-speaking country or community and students will be expected to develop appropriate cultural awareness and understanding.

Assessment overview

- Students will be asked to demonstrate their understanding of a number of short texts. The texts will be in a range of contexts and styles, both formal and informal.
- A number of question types are used, including multiple-choice and matching exercises, and a mixture of visual and short verbal cues in English is provided.
- In addition, the paper awards marks for students' short written English-language responses (two or three words may suffice) to certain questions. To encourage students to complete the entire paper, the paper follows a 'peaks and troughs' model which means that questions appear in a mixed order rather than in order of increasing difficulty.
- Some questions may involve non-verbal Russian language responses (for example selection of an appropriate Russian language response from a list) and these will appear towards the end of the paper.
- Timing: 55 minutes.
- The paper carries a total of 50 marks.
- The question titles and rubrics will be in English throughout the paper.

Unit 4 Writing in Russian

Overview

Content overview

- To prepare students for this unit, teachers should present and exploit a range of vocabulary relevant to one (or both) of the themes below:
 - media, travel and culture.
 - sport, leisure and work.
- Students need to demonstrate that they can apply their knowledge and understanding of Russian language and grammar to write effectively in Russian for different purposes and in different contexts. Consequently, the examination paper requires students to undertake both a short task (for example, a simple email message) and a more extended Russian writing task in which students can inform, describe, provide detail, express feelings or give opinions.

Assessment overview

- The writing unit is externally assessed through an examination paper consisting of **two** tasks. These have been designed to accommodate a wide range of student profiles and rewards work from grades G to A*.
- The papers reward students for effective communication and knowledge and application of language as well as accuracy in the second longer task. Tasks will be set in English to ensure that the assessment is not over-reliant on reading ability. Although elements of the second task are accessible to students seeking grades G to C, this task also provides opportunities for stretch and challenge through extended writing. Students must be given access to an appropriate bilingual dictionary in Tasks 1 and 2.
- Task 1: Students are required to produce a short writing task in Russian (25-50 words) in response to a choice of four questions that relate to both of the prescribed themes. The task is assessed for communication and knowledge and application of language only.
- Task 2: Students will be expected to produce some extended writing in Russian (at least 90 words). They must choose one of four possible tasks that relate to both of the prescribed themes. Tasks offer opportunities for students to narrate, express opinions and to justify points of view. The task is assessed for communication, knowledge and application and accuracy of language.

- Students will have one hour to complete this paper.
- The tasks attract a maximum of 50 marks in accordance with the following assessment criteria.

Assessment criteria for writing task 1

Communication and content	Mark
<ul style="list-style-type: none"> • Very detailed and fully relevant response to the stimulus. • No ambiguity. • Clear ability to narrate, describe, express opinion and expand. • Excellent linking of the piece into a whole. • Coherent and pleasant to read. 	9-10
<ul style="list-style-type: none"> • Detailed response to the stimulus but there may be minor omissions. • Clear and coherent, with only occasional lapses. • Reasonable attempt to link the piece into a whole. • Evidence of description, opinion and expansion. • Pedestrian or alternatively somewhat over ambitious. 	7-8
<ul style="list-style-type: none"> • Most of the task is completed and relevant information is conveyed, although there may be some omissions and/or irrelevancies. • Comprehensible overall, with some lapses. • Evidence of ability to go beyond minimal response. • Begins to expand ideas and express opinions. • Some attempt to link piece into a whole. 	5-6
<ul style="list-style-type: none"> • Main points conveyed, but may be major omissions and/or irrelevance. • Some ambiguity. • Short response, with no descriptions and minimal opinions. • Sentences mostly written in isolation. • Not easy to read. 	3-4
<ul style="list-style-type: none"> • Little relevant information is conveyed. • Much ambiguity and omission. • Substantial degree of irrelevance and incoherence. • Very limited, rarely comprehensible to native speaker. 	1-2
<ul style="list-style-type: none"> • No content worthy of credit. 	0

Knowledge and application of language	Mark
<ul style="list-style-type: none"> • Wide range of appropriate vocabulary and structures, including some complex items. • Consistently competent use of more complex structures and different tenses. • Clear ability to manipulate language and to produce longer, fluent sentences with ease. 	9-10
<ul style="list-style-type: none"> • Good variety of appropriate vocabulary and structures. • Some attempt to use ambitious structures with a fair measure of success. • Unambiguous use of different verb tenses. • Generally at ease with subordination. 	7-8
<ul style="list-style-type: none"> • Adequate but predictable range of vocabulary and structures. • Correct syntax in simple, short sentences. • Some longer sentences where syntax is not always correct. • May include different tenses or time frames, perhaps with some ambiguity. • Some examples of subordination. 	5-6
<ul style="list-style-type: none"> • Limited and/or repetitive range of vocabulary or structures. • Predominantly uses short sentences. • Some attempts at tenses, but many mistakes. • Language is basic and sometimes inappropriate to the task. 	3-4
<ul style="list-style-type: none"> • Very limited range of basic structures. • Frequently resorts to non-target language. • Rarely offers complete sentences. 	1-2
<ul style="list-style-type: none"> • No language worthy of credit. 	0

A mark of zero for communication and content will mean a mark of zero for knowledge and application of language and for accuracy.

Assessment criteria for writing task 2

Communication and content	Mark
<ul style="list-style-type: none"> • Very detailed and fully relevant response to the stimulus. • No ambiguity. • Clear ability to narrate, describe, express opinion and expand. • Excellent linking of the piece into a whole. • Coherent and pleasant to read. 	13-15
<ul style="list-style-type: none"> • Detailed response to the stimulus but there may be minor omissions. • Clear and coherent, with only occasional lapses. • Reasonable attempt to link the piece into a whole. • Evidence of description, opinion and expansion. • Pedestrian or alternatively somewhat over ambitious. 	10-12
<ul style="list-style-type: none"> • Most of the task is completed and relevant information is conveyed, although there may be some omissions and/or irrelevancies. • Comprehensible overall, with some lapses. • Evidence of ability to go beyond minimal response. • Begins to expand ideas and express opinions. • Some attempt to link piece into a whole. 	7-9
<ul style="list-style-type: none"> • Main points conveyed, but may be major omissions and/or irrelevance. • Some ambiguity. • Short response, with no descriptions and minimal opinions. • Sentences mostly written in isolation. • Not easy to read. 	4-6
<ul style="list-style-type: none"> • Little relevant information is conveyed. • Much ambiguity and omission. • Substantial degree of irrelevance and incoherence. • Very limited, rarely comprehensible to native speaker. 	1-3
<ul style="list-style-type: none"> • No content worthy of credit. 	0

Knowledge and application of language	Mark
<ul style="list-style-type: none"> • Wide range of appropriate vocabulary and structures, including some complex items. • Consistently competent use of more complex structures and different tenses. • Clear ability to manipulate language and to produce longer, fluent sentences with ease. 	9-10
<ul style="list-style-type: none"> • Good variety of appropriate vocabulary and structures. • Some attempt to use ambitious structures with a fair measure of success. • Unambiguous use of different verb tenses. • Generally at ease with subordination. 	7-8
<ul style="list-style-type: none"> • Adequate but predictable range of vocabulary and structures. • Correct syntax in simple, short sentences. • Some longer sentences where syntax is not always correct. • May include different tenses or time frames, perhaps with some ambiguity. • Some examples of subordination. 	5-6
<ul style="list-style-type: none"> • Limited and/or repetitive range of vocabulary or structures. • Predominantly uses short sentences. • Some attempts at tenses, but many mistakes. • Language is basic and sometimes inappropriate to the task. 	3-4
<ul style="list-style-type: none"> • Very limited range of basic structures. • Frequently resorts to non-target language. • Rarely offers complete sentences. 	1-2
<ul style="list-style-type: none"> • No language worthy of credit. 	0

Accuracy	Mark
<ul style="list-style-type: none"> • Very accurate, though not necessarily faultless. • Consistently good spelling and manipulation of language. • Secure when using more complex language with only a few minor errors. 	5
<ul style="list-style-type: none"> • Generally accurate language. • Most spelling and verb forms correct. • When more complex structures are attempted, accuracy can be more variable. 	4
<ul style="list-style-type: none"> • A fair number of errors made, including some basic, but communication overall unaffected. • Straightforward and familiar language fairly accurately spelt and manipulated. • Verbs more correct than incorrect. • The work is clearly more accurate than inaccurate. 	3
<ul style="list-style-type: none"> • Many basic errors, but main points communicated. • Simple 'pre-learnt' stereotypes correct. • Frequent misspellings. • Frequent incorrect verb forms. 	2
<ul style="list-style-type: none"> • Consistently inaccurate language and misspellings frequently impede basic communication. • Only isolated examples of accurate language and verb formation. 	1
<ul style="list-style-type: none"> • No language worthy of credit. 	0

A mark of zero for communication and content will mean a mark of zero for knowledge and application of language and for accuracy.

B Assessment

Assessment summary

Units 1, 2, 3 and 4 are external units, set and marked by Edexcel.

Summary of table of assessment

Unit 1 Listening and Understanding in Russian Unit code: 5RU01

This unit is externally set and assessed and can be entered in June only.

The examination consists of a number of passages or interactions in Russian with a variety of question types. The spoken material will include both formal (for example a telephone message) and informal speech (for example social interaction). There is a single tier of entry for this paper which caters for a wide range of student profiles and rewards work from grades G to A*.

Content relates to prescribed common topic areas.

Timing: 45 minutes (plus 5 minutes' reading time).

Total number of marks is 50.

Unit 2 Speaking in Russian Unit code: 5RU02

This unit is externally marked and involves students carrying out **two** different tasks related to a chosen theme (or themes). Tests are conducted by the teacher in a specified assessment window. The assessment criteria primarily reward students for *communication (content and response)* although additional marks are awarded for *range of language* and *accuracy*.

Timing: 8-10 minutes in total (equally divided across both tasks).

Total number of marks is 50.

Unit 3 Reading and Understanding in Russian Unit code: 5RU03

This unit is externally set and assessed and can be entered in June only.

The examination consists of a number of short texts, notices or short news reports in Russian which include a range of settings and styles both formal and informal (for example text messages, advertisements, emails). There is a single tier of entry for this paper which caters for a wide range of student profiles and rewards work from grades G to A*.

Content relates to prescribed common topic areas.

Timing: 55 minutes.

Total number of marks is 50 marks.

Unit 4

Writing in Russian

Unit code: 5RU04

The writing unit is externally assessed through an examination paper consisting of **two** tasks from a choice of eight. The tasks and related assessment criteria have been designed to accommodate a wide range of student profiles and reward work at grades from G to A*.

The papers reward students for effective communication and knowledge and application of language (as well as accuracy in the second longer task). Tasks will be set in English to ensure that assessment is not over-reliant on reading ability. Although elements of the second task are accessible to students seeking grades G to C, the task provides opportunities for stretch and challenge through a more extended writing requirement.

Timing: one hour.

The number of marks is 50.

*See Appendix 3 for description of this code and all other codes relevant to this qualification.

Assessment Objectives and weightings

	% in GCSE Short Course (Spoken Language)	% in GCSE Short Course (Written Language)	% in GCSE
AO1: Understand spoken language.	46%	0%	23%
AO2: Communicate in speech.	54%	0%	27%
AO3: Understand written language.	0%	46%	23%
AO4: Communicate in writing.	0%	54%	27%
TOTAL	100%	100%	100%

Relationship of Assessment Objectives to units

Edexcel GCSE in Russian

Unit number	Assessment Objective				
	AO1	AO2	AO3	AO4	Total for AO1, AO2, AO3 and AO4
Unit 1	23%	0%	0%	0%	23%
Unit 2	0%	27%	0%	0%	27%
Unit 3	0%	0%	23%	0%	23%
Unit 4	0%	0%	0%	27%	27%
Total for GCSE	23%	27%	23%	27%	100%

Edexcel GCSE (Short Course) in Russian: Spoken Language

Unit number	Assessment Objective				
	AO1	AO2	AO3	AO4	Total for AO1, AO2, AO3 and AO4
Unit 1	46%	0%	0%	0%	46%
Unit 2	0%	54%	0%	0%	54%
Unit 3	0%	0%	0%	0%	0%
Unit 4	0%	0%	0%	0%	0%
Total for GCSE Short Course	46%	54%	0%	0%	100%

Edexcel GCSE (Short Course) in Russian: Written Language

Unit number	Assessment Objective				
	AO1	AO2	AO3	AO4	Total for AO1, AO2, AO3 and AO4
Unit 1	0%	0%	0%	0%	0%
Unit 2	0%	0%	0%	0%	0%
Unit 3	0%	0%	46%	0%	46%
Unit 4	0%	0%	0%	54%	54%
Total for GCSE Short Course	0%	0%	46%	54%	100%

Entering your students for assessment

Student entry

From summer 2014 onwards students will be required to sit all their examinations at the end of the course.

Details of how to enter students for this qualification can be found in Edexcel's *UK Information Manual*, a copy is sent to all examinations officers. The information can also be found on Edexcel's website: www.edexcel.com

Forbidden combinations and classification code

Centres should be aware that students who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the school and college performance tables.

Students should be advised that, if they take two specifications with the same classification code, schools and colleges are very likely to take the view that they have achieved only one of the two GCSEs. The same view may be taken if students take two GCSE specifications that have different classification codes but have significant overlap of content. Students who have any doubts about their subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

Access arrangements and special requirements

Edexcel's policy on access arrangements and special considerations for GCE, GCSE, and Entry Level is designed to ensure equal access to qualifications for all students (in compliance with The Equality Act 2010) without compromising the assessment of skills, knowledge, understanding or competence.

Please see the Edexcel website (www.edexcel.com) for:

- the JCQ policy Access Arrangements, Reasonable Adjustments and Special Consideration
- the forms to submit for requests for access arrangements and special considerations
- dates for submission of the forms.

Requests for access arrangements and special considerations must be addressed to:

Special Requirements
Edexcel
One90 High Holborn
London WC1V 7BH

Equality Act 2010

Please see the Edexcel website (www.edexcel.com/sfc) for information relating to the Equality Act 2010.

Assessing your students

The first assessment opportunity for all units of this qualification will take place in the June 2014 series and in each following June series for the lifetime of the qualification.

Your student assessment opportunities

Unit	June 2014	June 2015
Unit 1: Listening and Understanding in Russian	✓	✓
Unit 2: Speaking in Russian	✓	✓
Unit 3: Reading and Understanding in Russian	✓	✓
Unit 4: Writing in Russian	✓	✓

Awarding and reporting

The grading, awarding and certification of this qualification will comply with the requirements of the current GCSE/GCE Code of Practice, which is published by the Office of Qualifications and Examinations Regulation (Ofqual). The GCSE qualification will be graded and certificated on an eight-grade scale from A* to G. Individual unit results will be reported.

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

Unit results

The minimum uniform marks required for each grade for each unit:

Units 1 and 3

Unit grade	*A	A	B	C	D	E	F	G
Maximum uniform mark = 70	63	56	49	42	35	28	21	14

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0–13.

Units 2 and 4

Unit grade	*A	A	B	C	D	E	F	G
Maximum uniform mark = 80	72	64	56	48	40	32	24	16

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0–15.

Qualification results

The minimum uniform marks required for each grade:

GCSE in Russian cash-in code: 2RU01

Qualification grade	*A	A	B	C	D	E	F	G
Maximum uniform mark = 300	270	240	210	180	150	120	90	60

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0–59.

GCSE (Short Course) in Russian: Spoken Language cash-in code: 3RU0S

GCSE (Short Course) in Russian: Written Language cash-in code: 3RU0W

Qualification grade	*A	A	B	C	D	E	F	G
Maximum uniform mark = 150	135	120	105	90	75	60	45	30

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0–29.

Re-taking of qualifications

Students wishing to re-take a GCSE are required to re-take all units in the qualification.

Language of assessment

Assessment of this specification will be available in Russian although some questions will be set in English and require responses in English. Assessment materials will be published in English and in Russian (where appropriate).

Stretch and challenge

Students can be stretched and challenged in all units through the use of different assessment strategies, for example:

- a requirement to use and recognise complex language structures and grammar
- a requirement to recognise and conveying feelings and opinions
- use of open-ended questioning and stimuli
- a requirement to communicate effectively and accurately in the target language (Units 2 and 4)
- a requirement to produce extended target language.

Malpractice and plagiarism

For up-to-date advice on malpractice and plagiarism, please refer to the Joint Council for Qualifications *Suspected Malpractice in Examinations: Policies and Procedures* document on the JCQ website www.jcq.org.uk

Student recruitment

Edexcel's access policy concerning recruitment to our qualifications is 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.

Progression

This qualification offers a suitable progression route to GCE AS and GCE Advanced Level in Russian language study as well as other Level 3 qualifications. In addition, the study of one language at GCSE level can facilitate and help promote the learning of other languages.

The qualification may also add to an individual's employability profile.

Grade descriptions

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

F

Candidates show some understanding of simple language spoken clearly that relates to familiar contexts. They can identify main points and extract some details.

They take part in simple conversations, present simple information and can express their opinion. They use a limited range of language. Their pronunciation is understandable. There are grammatical inaccuracies but the main points are usually conveyed.

They show some understanding of short, simple written texts that relate to familiar contexts. They show limited understanding of unfamiliar language. They can identify main points and some details.

They write short texts that relate to familiar contexts. They can express simple opinions. They use simple sentences. The main points are usually conveyed but there are mistakes in spelling and grammar.

Edexcel resources

The resources from Edexcel provide you and your students with comprehensive support for our GCSE Russian qualification. These materials have been written by subject experts to ensure that you and your department have appropriate resources to deliver the specification.

Edexcel publications

You can order further copies of the specification, sample assessment materials (SAMs) and teacher's guide documents from:

Edexcel Publications
Adamsway
Mansfield
Nottinghamshire NG18 4FN

Telephone: 01623 467467
Fax: 01623 450481
Email: publication.orders@edexcel.com
Website: www.edexcel.com

Endorsed resources

Edexcel also endorses some additional materials written to support this qualification. Any resources bearing the Edexcel logo have been through a quality assurance process to ensure complete and accurate support for the specification. For up-to-date information about endorsed resources, please visit www.edexcel.com/endorsed

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change.

Edexcel support services

Edexcel has a wide range of support services to help you implement this qualification successfully.

ResultsPlus – ResultsPlus is an application launched by Edexcel to help subject teachers, senior management teams, and students by providing detailed analysis of examination performance. Reports that compare performance between subjects, classes, your centre and similar centres can be generated in 'one-click'. Skills maps that show performance according to the specification topic being tested are available for some subjects. For further information about which subjects will be analysed through ResultsPlus, and for information on how to access and use the service, please visit www.edexcel.com/resultsplus

Ask the Expert – To make it easier for you to raise a query with us online, we have merged our **Ask Edexcel** and **Ask the Expert** services.

There is now one easy-to-use web query form that will allow you to ask any question about the delivery or teaching of Edexcel qualifications. You'll get a personal response, from one of our administrative or teaching experts, sent to the email address you provide. You can access this service at www.edexcel.com/ask.

We're always looking to improve the quantity and quality of information in our FAQ database, so you'll be able to find answers to many questions you might have by searching before you submit the question to us.

Support for Students

Learning flourishes when students take an active interest in their education; when they have all the information they need to make the right decisions about their futures. With the help of feedback from students and their teachers, we've developed a website for students that will help them:

- Understand subject specifications
- Access past papers and mark schemes
- Find out how to get exams remarked
- Learn about other students' experiences at university, on their travels and entering the workplace

We're committed to regularly updating and improving our online services for students. The most valuable service we can provide is helping schools and colleges unlock the potential of their learners.

www.edexcel.com/students

Training

A programme of professional development and training courses, covering various aspects of the specification and examination, will be arranged by Edexcel each year on a regional basis. Full details can be obtained from:

Training from Edexcel
Edexcel
One90 High Holborn
London WC1V 7BH

Telephone: 0844 576 0027
Email: trainingbookings@edexcel.com
Website: www.edexcel.com

D Appendices

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Appendix 1 Key skills

■ ■ Signposting

Key skills (Level 2)	Unit 1	Unit 2	Unit 3	Unit 4
Communication				
C2.1a		✓		
C2.1b		✓		
C2.2				✓
C2.3				✓
Information and communication technology				
ICT2.1				✓
ICT2.2				✓
ICT2.3				✓
Improving own learning and performance				
LP2.1	✓	✓	✓	✓
LP2.2	✓	✓	✓	✓
LP2.3	✓	✓	✓	✓
Working with others				
WO2.1		✓		✓
WO2.2		✓		✓
WO2.3		✓		✓

Teachers should note that assessment of the key skill of communication must be in English, Irish or Welsh and that, although foreign language study clearly presents opportunities to develop skills in communication, assessment in the foreign language is not appropriate. For this qualification, all key skills communication evidence must be in English.

■ ■ Development suggestions

Please refer to the Edexcel website (www.edexcel.com) for key skills development suggestions.

Appendix 2 Wider curriculum

Signposting

Issue	Unit 1	Unit 2	Unit 3	Unit 4
Spiritual				✓
Moral		✓		
Ethical		✓		
Social				✓
Cultural			✓	
Citizenship	✓		✓	
Environmental	✓			
European initiatives				✓
Health and safety		✓		
Legislative		✓		✓
Economic		✓		
Sustainable development		✓		✓

In addition to acquiring knowledge about language structures and developing of practical language skills, effective language learning involves a promotion of cultural understanding. This specification requires students to consider a range of common topic areas, to focus on one or more broad themes and develop an appreciation of the culture and society of Russian-speaking countries and communities. Consequently, teachers can link their students' language study to the issues listed above.

Development suggestions

Issue	Units	Opportunities for development or internal assessment
Spiritual	Unit 4	A student may produce a report on a particular religious festival and reflect on its meaning and significance.
Moral	Unit 2	A student could refer to a moral tension that young people face when discussing an aspect of youth culture.
Ethical	Unit 2	A student might wish to deliver a presentation advocating 'fair trade' business.
Social	Unit 4	A student considering work issues might produce a piece of writing on voluntary work and related social issues.
Cultural	Unit 3	Reading a short passage on visitor information, a student might become more aware of the different cultural activities and facilities available.
Citizenship	Units 1 and 3	When undertaking listening and reading activities, related to the prescribed common topic areas, students may become aware of issues that can be linked to citizenship.
Environmental	Unit 1	A student might hear a recording in Russian referring to the environmental benefits of public transport.
European initiatives	Unit 4	A student undertaking written work on a local amenity or visitor attraction may discover that it has been partly supported through the European Regional Development Fund.
Health and safety	Unit 2	A student giving an oral presentation on a healthy lifestyle may refer to the negative impact of smoking, alcohol or drug abuse.
Legislative	Units 2 and 4	Students may, through projects related to the world of work, become aware of workplace-related legislation.
Economic	Units 2	A student undertaking work related to the leisure industry may become aware of the contribution of this sector to different national economies.
Sustainable development	Units 2 and 4	A student considering travel-related issues may consider projects that promote sustainable tourism.

Appendix 3 Codes

Type of code	Use of code	Code number
National classification codes	Every qualification is assigned to a national classification code indicating the subject area to which it belongs. Centres should be aware that students who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the school and college performance tables.	6090
National Qualifications Framework (NQF) codes	Each qualification title is allocated a National Qualifications Framework (NQF) code. The National Qualifications Framework (NQF) 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 is the number that will appear on the student's final certification documentation.	The QNs for the qualifications in this publication are: GCSE in Russian 500/4475/8 GCSE (Short Course) in Russian: Spoken Language 500/4552/0 GCSE (Short Course) in Russian: Written Language 500/4549/0
Unit codes	Each unit is assigned a unit code. This unit code is used as an entry code to indicate that a student wishes to take the assessment for that unit. Centres will need to use the entry codes only when entering students for their examination.	Unit 1 – 5RU01 Unit 2 – 5RU02 Unit 3 – 5RU03 Unit 4 – 5RU04
Cash-in codes	The cash-in code is used as an entry code to aggregate the student's unit scores to obtain the overall grade for the qualification. Centres will need to use the entry codes only when claiming students' qualification.	GCSE in Russian – 2RU01 GCSE (Short Course) in Russian: Spoken Language – 3RU0S GCSE (Short Course) in Russian: Written Language – 3RU0W
Entry codes	The entry codes are used to: <ul style="list-style-type: none"> enter a student for the assessment of a unit aggregate the student's unit to obtain the overall grade for the qualification. 	Please refer to the Edexcel <i>UK Information Manual</i> , available on the Edexcel website.

Appendix 4 Grammar list

Candidates will be expected to have acquired knowledge and understanding of the following aspects of the grammar of the target language during their course.

Linguistic structures required for language tasks targeted at grades G-C appear on the left-hand side of the following tables. Activities targeted at grades C-A* will require the additional structures that appear on the right-hand side of the tables.

The examples in brackets are indicative, not exclusive. For structures marked (R), only receptive knowledge is required.

Linguistic structures targeted at grades G-C	Additional linguistic structures targeted at grades C-A*
<p>Nouns</p> <ol style="list-style-type: none"> Gender, number, case Common irregular forms for example друзья, дома́ Adjectives used as nouns for example столовая, русский, мороженое 	
<p>Adjectives</p> <ol style="list-style-type: none"> Long forms in all cases, singular and plural Prefixed with не- Common use of short forms for example тепло, отлично, рад Comparatives ending in -ее (R) for example быстрее Common special short form comparatives for example больше, меньше Expressing 'than' after a comparative using чем Superlatives formed with самый (R) 	<p>Adjectives</p> <ol style="list-style-type: none"> должен, нужен (R) Comparatives with более and менее (R) Use of prefix по- with short form comparatives for example побольше 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
<p>Adverbs</p> <ol style="list-style-type: none"> Forms in -о for example быстро Forms such as по-русски, по-английски Comparative forms (R) 	<p>Adverbs</p> <ol style="list-style-type: none"> Comparative forms Forms in -ски for example практически (R) Use of prefix по-
<p>Personal pronouns</p> <ol style="list-style-type: none"> Personal pronouns in all cases 	<p>Personal pronouns</p> <ol style="list-style-type: none"> Себя in all cases (R) Сам/сама/сами (R)

Linguistic structures targeted at grades G-C	Additional linguistic structures targeted at grades C-A*
<p>Demonstratives, interrogatives, relatives, etc</p> <ol style="list-style-type: none"> 1. Этот, кто, что, какой, каждый in all cases, singular and, where relevant, plural (R) 2. Тот, такой in all cases (R) 3. Который, весь (etc) in all cases, singular and plural (R) 	<p>Demonstratives, interrogatives, relatives, etc</p> <ol style="list-style-type: none"> 1. Этот, какой, каждый in all cases, singular and plural 2. Такой in all cases 3. Common use of –нибудь, –то (R) 4. Друг друга (etc) (R) 5. Use of всё, что and то, что (R)
<p>Possessives</p> <ol style="list-style-type: none"> 1. Possessives in nominative, singular and plural 2. Его, её, их 	<p>Possessives</p> <ol style="list-style-type: none"> 1. Possessives in all cases, singular 2. Possessives in all cases plural (R) 3. Свой in all cases, singular and plural (R)
<p>Verbs</p> <ol style="list-style-type: none"> 1. Tenses: present, imperfective and perfective past and imperfective future 2. Infinitives 3. Reflexive verbs 4. Common imperatives: дай/те and classroom commands only 5. Standard use of ходить, идти, пойти and ездить, ехать, поехать 6. Commonly used prefixed verbs of motion for example приходиться/прийти, уезжать/уехать 7. Other verbs of motion: only as listed in vocabulary 8. Past passive participles открыт and закрыт only 	<p>Verbs</p> <ol style="list-style-type: none"> 1. Tenses: perfective future in first person singular 2. Imperatives – second person singular and plural, first person plural (R) 3. Use of third person plural without они (R) 4. Use of бы with хотеть in first person singular (хотел/а бы)
<p>Impersonal constructions</p> <ol style="list-style-type: none"> 1. Нравиться (present tense) 2. Хотеться (present tense) 3. Common impersonal constructions for 'feeling' for example (мне) холодно, мне тепло (present tense) (other tenses = R) 4. Надо (= нужно) (present tense) (other tenses = R) 5. Можно (present tense) (other tenses = R) 	<p>Impersonal constructions</p> <ol style="list-style-type: none"> 1. Нравиться (all tenses) (R) 2. Хотеться (all tenses) (R) 3. Common impersonal constructions for 'feeling' for example (мне) холодно, мне тепло (all tenses) 4. Надо (all tenses) 5. Можно (all tenses)

Linguistic structures targeted at grades G-C	Additional linguistic structures targeted at grades C-A*
<p>Numbers and quantity</p> <ol style="list-style-type: none"> Cardinal numbers in nominative (other cases for common uses = R) Ordinal numbers for dates (R) Ordinal numbers for floor numbers for example на первом этаже Expressions of quantity with genitive (R) for example много, мало <p>NB Candidates will not be required to write out numerals – figures can be used</p>	<p>Numbers and quantity</p> <ol style="list-style-type: none"> Inversion for approximation (R) for example минут десять Ordinal numbers for dates Expressions of quantity with genitive for example много, мало <p>NB Candidates will not be required to write out numerals – figures can be used</p>
<p>Prepositions</p> <ol style="list-style-type: none"> As listed in the minimum core vocabulary list 	<p>Prepositions</p> <ol style="list-style-type: none"> A wider range of prepositions (R)
<p>Times and dates</p> <ol style="list-style-type: none"> Times using 24-hour clock format for example 8.30, 19.25 Days, months Personal date and year of birth Other dates, years (R) 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 <p>NB Candidates will not be required to write out numerals – figures can always be used</p>	<p>Times and dates</p> <ol style="list-style-type: none"> Times using 24-hour clock format for example 8.30, 19.25 and полшестого, без четверти, etc (R) <p>NB Candidates will not be required to write out numerals – figures can be used</p>
<p>Negation</p> <ol style="list-style-type: none"> Simple negation using не- Нет + genitive (present tense) (other tenses = R) Negative prefix ни- including case forms without prepositions (R) for example никто, никогда 	<p>Negation</p> <ol style="list-style-type: none"> Нет + genitive (all tenses) Negative prefix ни- with prepositions (R) for example ни с кем ни.... ни..... (R)

Appendix 5 Minimum core vocabulary list

The following vocabulary list is intended to assist teachers in planning their work. It provides a minimum core generic vocabulary that all students will need to acquire (regardless of chosen theme). It is an essential vocabulary list that students should refer to and build on when preparing for listening and reading examinations.

All assessment tasks in *Unit 1: Listening and Understanding in Russian* and *Unit 3: Reading and Understanding in Russian* targeted at grades G–C will be based on this vocabulary list. Occasional glossing of individual words may occur in the examinations although this will be avoided whenever possible.

In the speaking and writing units, it is important to note that the vocabulary requirements, in either of the chosen themes (*media, travel and culture* or *sport, leisure and work*), could vary between students.

High frequency language (multiple contexts)

Verbs

бить/по-	<i>to knock, hit</i>
благодарить/по-	<i>to thank</i>
брать/взять	<i>to take</i>
бросать/бросить	<i>to throw</i>
быть	<i>to be</i>
верить/по-	<i>to think, believe</i>
видеть/у-	<i>to see</i>
включать/включить	<i>to light, turn on</i>
водить/вести	<i>to drive</i>
возвращаться/вернуться	<i>to return</i>
встречать/встретить	<i>to meet</i>
входить/войти	<i>to enter</i>
выбирать/выбрать	<i>to choose</i>
выигрывать/выиграть	<i>to win, earn</i>
выходить/выйти	<i>to exit</i>
говорить/сказать	<i>to say, speak</i>

гулять/по-	<i>to go for a walk</i>
давать/дать	<i>to give</i>
держать/по-	<i>to hold</i>
длиться	<i>to last</i>
думать/по-	<i>to think</i>
ездить/ехать	<i>to go along (in a car)</i>
есть/съ-	<i>to eat</i>
жалеть/по-	<i>to regret, be sorry</i>
ждать/подо-	<i>to wait for</i>
желать	<i>to wish</i>
жить	<i>to live, stay</i>
забывать/забыть	<i>to forge</i>
задавать/задать (вопрос)	<i>to place, ask (a question)</i>
заказывать/заказать	<i>to order</i>
закрывать/закрыть	<i>to close</i>
заниматься спортом	<i>to play sport</i>
звать/по-	<i>to call</i>
звонить/по-	<i>to phone, ring</i>
знать	<i>to know</i>
извинять/извинить	<i>to forgive</i>
изучать/изучить	<i>to study</i>
интересоваться	<i>to be interested in</i>
использовать	<i>to use</i>
казаться/по-	<i>to seem</i>
кончать/кончить	<i>to finish, complete</i>
кончаться/кончиться	<i>to end</i>
красть	<i>to steal</i>
лежать/по-	<i>to lie</i>
любить/по-	<i>to love</i>
менять	<i>to change</i>
молчать	<i>to be silent</i>
мочь/с-	<i>to be able to</i>

надеяться	<i>to hope</i>
называться	<i>to be called</i>
нанимать/нанять	<i>to rent/to hire</i>
находить/найти	<i>to find</i>
находиться	<i>to be located</i>
начинать/начать	<i>to begin</i>
ненавидеть	<i>to hate</i>
нравиться/по-	<i>to like</i>
описывать/описать	<i>to describe</i>
организовывать/организовать	<i>to organise</i>
останавливаться/остановиться	<i>to stop</i>
отвечать/ответить	<i>to answer</i>
открывать/открыть	<i>to open</i>
падать/упасть	<i>to fall</i>
писать/на-	<i>to write</i>
пить/вы-	<i>to drink</i>
плакать/за-	<i>to cry</i>
повторять/повторить	<i>to repeat</i>
подписывать/подписать	<i>to sign</i>
показывать/показать	<i>to show</i>
покупать/купить	<i>to buy</i>
получать/получить	<i>to receive, be host to</i>
помнить/вс-	<i>to remember</i>
помогать/помочь	<i>to help</i>
понимать/понять	<i>to understand</i>
посещать/посетить	<i>to visit</i>
посылать/послать	<i>to send</i>
походить	<i>to look like/resemble</i>
предпочитать	<i>to prefer</i>
приглашать/пригласить	<i>to invite</i>
приходить/прийти	<i>to come, arrive</i>

пробовать/по-	<i>to try</i>
продавать/продать	<i>to sell</i>
проигрывать/проиграть	<i>to lose (sport)</i>
производить/произвести	<i>to produce</i>
проходить/пройти	<i>to pass by/to go</i>
работать/по-	<i>to work</i>
разговаривать	<i>to chat</i>
рассказывать/рассказать	<i>to tell</i>
рекомендовать	<i>to recommend</i>
ремонттировать/от-	<i>to repair</i>
решать/решить	<i>to decide</i>
садиться/сесть	<i>to sit down</i>
сердиться/рас-	<i>to get angry</i>
сидеть/по-	<i>to sit</i>
служить/по-	<i>to serve</i>
слушать/по-	<i>to listen</i>
слышать/у-	<i>to hear</i>
смеяться/за-	<i>to laugh</i>
смотреть за	<i>to look after</i>
собираться	<i>to intend</i>
советовать/по-	<i>to advise</i>
спасать/спасти	<i>to save</i>
спать/по-	<i>to sleep</i>
спешить/по-	<i>to hurry</i>
спорить/по-	<i>to argue</i>
спрашивать/спросить	<i>to ask</i>
стоять	<i>to cost</i>
стоять/по-	<i>to stand</i>
считать/счесть	<i>to count</i>
терять/по-	<i>to lose</i>
тратить/по-	<i>to spend</i>

убегать/убежать	<i>to escape</i>
улыбаться/улыбнуться	<i>to smile</i>
уходить/уйти	<i>to leave</i>
учиться	<i>to learn</i>
ходить/идти//пойти	<i>to walk, to go</i>
ходить/идти вниз	<i>to go down</i>
ходить/идти вверх	<i>to go up</i>
хорошо проводить время	<i>to enjoy oneself, to have a good time</i>
хотеть/за-	<i>to want</i>
читать/по-	<i>to read</i>

Adjectives

бесплатный	<i>free (gratis)</i>
благодарный	<i>grateful</i>
близкий	<i>close</i>
богатый	<i>rich</i>
большой	<i>big</i>
быстрый	<i>fast, quick</i>
весёлый	<i>in a good mood</i>
весь/вся/всё/все	<i>all</i>
вкусный	<i>tasty</i>
вместе	<i>together</i>
высокий	<i>tall, high</i>
глупый	<i>stupid</i>
готовый	<i>ready</i>
грязный	<i>dirty</i>
длинный	<i>long</i>
добрый	<i>kind</i>
довольный	<i>pleased, satisfied</i>
дорогой	<i>valuable, expensive</i>
другой	<i>other</i>

жаркий	<i>hot</i>
закрытый	<i>closed</i>
здоровый	<i>healthy</i>
класс	<i>brilliant</i>
классный	<i>great</i>
короткий	<i>short, brief</i>
красивый	<i>beautiful, pretty</i>
лёгкий	<i>light</i>
ленивый	<i>lazy</i>
любимый	<i>favourite</i>
маленький	<i>small</i>
милый	<i>charming, sweet</i>
младший	<i>younger</i>
молодой	<i>young</i>
молчаливый	<i>silent</i>
некрасивый	<i>ugly</i>
неправда	<i>false</i>
новый	<i>new</i>
нужный	<i>necessary</i>
одинокий	<i>alone, lonely</i>
открытый	<i>open</i>
отличный	<i>great, marvellous, excellent</i>
плохой	<i>rotten</i>
полезный	<i>useful</i>
полный	<i>full</i>
популярный	<i>popular</i>
последний	<i>last</i>
реальный	<i>real</i>
свободный	<i>free (available)</i>
сердитый	<i>angry</i>

серьёзный	<i>serious</i>
сильный	<i>strong</i>
скучный	<i>boring</i>
слабый	<i>weak</i>
следующий	<i>next</i>
смешной	<i>funny</i>
старый	<i>old</i>
строгий	<i>strict</i>
типичный	<i>typical</i>
толстый	<i>fat</i>
трудный	<i>difficult</i>
тяжёлый	<i>heavy</i>
удобный	<i>comfortable</i>
ужасный	<i>awful, disgusting</i>
умный	<i>clever</i>
устал/а/и	<i>tired</i>
хороший	<i>good</i>
ценный	<i>valuable</i>
чистый	<i>clean</i>
шумный	<i>noisy</i>

Colours

белый	<i>white</i>
голубой	<i>(light) blue</i>
жёлтый	<i>yellow</i>
зелёный	<i>green</i>
коричневый	<i>brown</i>
красный	<i>red</i>
оранжевый	<i>orange</i>
розовый	<i>pink</i>
светлый	<i>light</i>
серый	<i>grey</i>

синий	<i>(navy) blue</i>
тёмный	<i>dark</i>
цвет	<i>colour</i>
чёрный	<i>black</i>

Adverbs

быстро	<i>quickly</i>
внизу	<i>downstairs</i>
вон там	<i>over there</i>
всегда	<i>always</i>
всё ещё	<i>still</i>
довольно	<i>quite</i>
долго	<i>(for a) long time</i>
ещё	<i>more; still</i>
иногда	<i>sometimes</i>
к сожалению	<i>unfortunately</i>
может быть	<i>perhaps, maybe</i>
наверху	<i>upstairs</i>
недавно	<i>recently</i>
однако	<i>however</i>
особенно	<i>especially</i>
очень	<i>very</i>
почти	<i>almost</i>
скорее	<i>sooner, rather</i>
слишком	<i>too</i>
сразу	<i>immediately</i>
сразу же	<i>straight away</i>
там	<i>there</i>
тут	<i>here</i>
уже	<i>already</i>
часто	<i>often</i>

Numbers

1-100

Quantities

банка	<i>a jar of</i>
бутылка	<i>a bottle of</i>
десятка	<i>10 of, a 'dozen'</i>
достаточно	<i>enough</i>
коробка	<i>a tin, box of</i>
кусок	<i>a piece of, a slice of</i>
мало	<i>little, few</i>
много	<i>many</i>
немного	<i>a little of</i>
несколько	<i>several</i>
пачка	<i>a packet of</i>
треть (f)	<i>a third of</i>

Connecting words

а	<i>and, but</i>
во-первых	<i>first of all</i>
затем	<i>then</i>
и	<i>and</i>
или	<i>or</i>
наконец	<i>finally</i>
но	<i>but</i>
потом	<i>then</i>
сначала	<i>at first</i>
так	<i>so</i>
тоже, также	<i>also</i>

Time expressions

вечер	<i>evening</i>
вечеринка	<i>(evening) party</i>
вечером	<i>in the evening</i>
вовремя	<i>on time</i>
время от времени	<i>from time to time</i>
всегда	<i>always</i>
вчера	<i>yesterday</i>
две недели	<i>a fortnight</i>
день (m)	<i>day</i>
днём	<i>in the afternoon</i>
завтра	<i>tomorrow</i>
каждый день	<i>every day</i>
минута	<i>minute</i>
неделя	<i>week</i>
ночь (f)	<i>night</i>
от	<i>from</i>
поздно	<i>late</i>
позже	<i>later</i>
полночь (f)	<i>midnight</i>
после обеда	<i>afternoon</i>
послезавтра	<i>the day after tomorrow</i>
рано	<i>early</i>
с	<i>since</i>
сегодня	<i>today</i>
сейчас	<i>now, in a little while</i>
скоро	<i>soon</i>
следующий	<i>next</i>
следующий день	<i>the next day, the following day</i>
сначала	<i>at the start, at first</i>

теперь	<i>now</i>
уик-энд, уикэнд	<i>weekend</i>
утро	<i>morning</i>
утром	<i>in the morning</i>

Times

Awareness of times (analogue and digital)

Days of the week

понедельник	<i>Monday</i>
вторник	<i>Tuesday</i>
среда	<i>Wednesday</i>
четверг	<i>Thursday</i>
пятница	<i>Friday</i>
суббота	<i>Saturday</i>
воскресенье	<i>Sunday</i>

Months of the year

январь (m)	<i>January</i>
февраль (m)	<i>February</i>
март	<i>March</i>
апрель (m)	<i>April</i>
май	<i>May</i>
июнь (m)	<i>June</i>
июль (m)	<i>July</i>
август	<i>August</i>
сентябрь (m)	<i>September</i>
октябрь (m)	<i>October</i>
ноябрь (m)	<i>November</i>
декабрь (m)	<i>December</i>

Question words

где?	<i>Where?</i>
как?	<i>How?</i>
какой?	<i>What (sort of)?</i>
когда?	<i>When?</i>
кто?	<i>Who?</i>
куда?	<i>To where?</i>
почему?	<i>Why?</i>
сколько?	<i>How much, how many?</i>
что?	<i>What?</i>

Other expressions

вот	<i>(t)here you are</i>
всё равно!	<i>Don't care!</i>
ещё раз	<i>(once) again</i>
и т. д., и так далее	<i>etc., and so on</i>
как жаль	<i>what a shame</i>
как пишется?	<i>How do you spell that?</i>
конечно	<i>of course</i>
мне всё равно	<i>I don't mind</i>
мне надоело	<i>I've had enough</i>
мой	<i>mine</i>
не важно	<i>it doesn't matter, it's not important</i>
нормально	<i>fine</i>
обычно	<i>usually</i>
по-моему	<i>in my opinion</i>
правда	<i>true</i>
с удовольствием	<i>with pleasure</i>
счастливо	<i>good luck</i>
тем лучше	<i>all the better</i>
у вас	<i>you have</i>
у меня	<i>I have</i>
у нас	<i>we have</i>

у него	<i>he has</i>
у неё	<i>she has</i>
у них	<i>they have</i>
у тебя	<i>you have</i>
хорошо	<i>okay</i>
это зависит	<i>it depends</i>

Other high frequency words

более	<i>more</i>
вещь (f)	<i>thing</i>
все	<i>everybody</i>
господин	<i>Mr</i>
госпожа	<i>Mrs</i>
да	<i>yes</i>
если	<i>if</i>
как	<i>as, like</i>
конец	<i>end</i>
кто-то	<i>someone</i>
можно	<i>possible, can</i>
надо	<i>must</i>
например	<i>for example</i>
нет	<i>no</i>
номер	<i>number</i>
потому, что	<i>because</i>
раз	<i>time</i>
середина	<i>middle</i>
тип	<i>type</i>
центр	<i>centre</i>
цифра	<i>figure</i>
число	<i>date</i>
что-то	<i>something</i>
это	<i>that</i>

 Countries

Австрия	<i>Austria</i>
Англия	<i>England</i>
Беларусь (f)	<i>Belarus</i>
Бельгия	<i>Belgium</i>
Великобритания	<i>Great Britain</i>
Германия	<i>Germany</i>
Голландия	<i>Holland</i>
Греция	<i>Greece</i>
Дания	<i>Denmark</i>
Ирландия	<i>Ireland</i>
Испания	<i>Spain</i>
Италия	<i>Italy</i>
Нидерланды	<i>Netherlands</i>
Россия	<i>Russia</i>
Соединённое Королевство	<i>United Kingdom</i>
Соединённые Штаты США	<i>United States, USA</i>
Украина	<i>Ukraine</i>
Уэльс	<i>Wales</i>
Франция	<i>France</i>
Швейцария	<i>Switzerland</i>
Шотландия	<i>Scotland</i>

 Continents

Австралия	<i>Australia</i>
Азия	<i>Asia</i>
Африка	<i>Africa</i>
Европа	<i>Europe</i>
Северная Америка	<i>North America</i>
Южная Америка	<i>South America</i>

Nationalities etc

австрийский	<i>Austrian</i>
американский	<i>American</i>
английский	<i>English</i>
африканский	<i>African</i>
бельгийский	<i>Belgian</i>
британский	<i>British</i>
голландский	<i>Dutch</i>
греческий	<i>Greek</i>
датский	<i>Danish</i>
европейский	<i>European</i>
ирландский	<i>Irish</i>
испанский	<i>Spanish</i>
итальянский	<i>Italian</i>
немецкий	<i>German</i>
русский	<i>Russian</i>
уэльский	<i>Welsh</i>
французский	<i>French</i>
швейцарский	<i>Swiss</i>
шотландский	<i>Scottish</i>

Areas/mountains

Альпы	<i>the Alps</i>
Кавказ	<i>the Caucasus</i>
Ла-Манш	<i>the English Channel</i>
Урал	<i>the Urals</i>

Social conventions

алло	<i>hello (on the telephone)</i>
до завтра	<i>see you tomorrow</i>

до свидания	<i>goodbye</i>
до скорой	<i>see you soon</i>
добрый вечер	<i>good evening</i>
здравствуй(те)	<i>hello, good day</i>
на помощь	<i>help</i>
пожалуйста	<i>please, you're welcome</i>
пока	<i>see you soon</i>
привет	<i>hi</i>
спасибо	<i>thank you</i>
спокойной ночи	<i>goodnight</i>
целую	<i>best wishes (v informal)</i>

Prepositions

без	<i>without</i>
близко от	<i>near</i>
в	<i>at, to, in</i>
в конце	<i>at the end of</i>
езде	<i>everywhere</i>
во время	<i>during</i>
далеко от	<i>far from</i>
для	<i>for, in order to</i>
до	<i>before, until</i>
за	<i>behind</i>
из/от	<i>from</i>
из-за	<i>because of</i>
к	<i>towards</i>
кроме	<i>except</i>
между	<i>between, among</i>
на	<i>on</i>
на улице	<i>outside</i>
над	<i>above</i>

напротив	<i>opposite</i>
о	<i>about</i>
около	<i>by, near</i>
перед	<i>in front of</i>
по	<i>along</i>
под	<i>under</i>
после	<i>after</i>
про	<i>through</i>
против	<i>against</i>
рядом с	<i>next to</i>
с	<i>with</i>
у	<i>at (someone's house)</i>
через	<i>across</i>

Language used in dialogues and messages

код	<i>area code</i>
момент	<i>one moment, please</i>
набирать/набрать номер	<i>dial the number</i>
не положите трубку	<i>stay on the line</i>
не тот номер	<i>wrong number</i>
от	<i>sent by</i>
по телефону	<i>on the line, phone</i>
подождите	<i>wait</i>
позвони/те	<i>call me (informal/formal)</i>
пока	<i>see you soon</i>
пока	<i>while</i>
сигнал «линия свободна»	<i>(dialling) tone</i>
слушаю	<i>I'm listening</i>
СМС	<i>text message</i>
текст	<i>text</i>
телефон	<i>telephone</i>

телефонная книга	<i>telephone book</i>
трубка	<i>receiver (telephone)</i>
у телефона	<i>on the line/speaking</i>
я сейчас	<i>I'll be right back</i>

Language related to common topic areas

Out and about

автомобиль (m)	<i>motor car</i>
автобус	<i>bus, coach</i>
автовокзал	<i>coach station</i>
аптека	<i>chemist</i>
афиша	<i>poster/notice</i>
аэропорт	<i>airport</i>
багаж	<i>luggage</i>
балкон	<i>balcony</i>
банк	<i>bank</i>
бар	<i>bar</i>
бассейн	<i>swimming pool</i>
башня	<i>tower</i>
бензин	<i>petrol</i>
берег моря	<i>coast</i>
библиотека	<i>library</i>
бизнес	<i>business/trade</i>
билет	<i>ticket</i>
билет в один конец	<i>single ticket</i>
билетная касса	<i>ticket office</i>
бланк	<i>form</i>
больница	<i>hospital</i>
брошюра	<i>brochure/leaflet</i>

булочная	<i>baker</i>
буфет	<i>snack bar, buffet</i>
бюро	<i>office</i>
вагон-ресторан	<i>restaurant car</i>
ванна	<i>bath</i>
велосипед	<i>bicycle</i>
ветер	<i>wind</i>
вид	<i>view</i>
водитель (m)	<i>driver</i>
вокзал	<i>station</i>
восток	<i>east</i>
встреча	<i>appointment/meeting</i>
вход	<i>entrance</i>
выставка	<i>exhibition</i>
выход	<i>way out/exit</i>
гастроном	<i>grocer</i>
гора	<i>mountain</i>
город	<i>town</i>
городской	<i>public/municipal</i>
городской транспорт	<i>public transport</i>
гостиница	<i>hotel</i>
градус	<i>degree</i>
гроза	<i>(thunder) storm</i>
грузовик	<i>lorry</i>
далеко	<i>far (away)</i>
дверь (f)	<i>door</i>
движение	<i>traffic</i>
дворец	<i>palace</i>
деревня	<i>countryside</i>
деревня	<i>village</i>
дискотека	<i>disco</i>

дождь (м)	<i>rain</i>
дорога	<i>road</i>
дует ветер	<i>it is windy</i>
душ	<i>shower</i>
жара	<i>heat</i>
железная дорога	<i>railway</i>
живописный	<i>picturesque</i>
за границей	<i>abroad</i>
завод	<i>factory</i>
зал ожидания	<i>waiting room</i>
занятый	<i>occupied</i>
запад	<i>west</i>
заправочная станция	<i>service station</i>
заранее	<i>in advance</i>
здание	<i>building</i>
зимой	<i>in winter</i>
знак	<i>sign</i>
зонтик	<i>umbrella</i>
зоопарк	<i>zoo</i>
идёт дождь	<i>it is raining</i>
идёт снег	<i>it is snowing</i>
извини(те)	<i>I'm sorry/excuse me</i>
индустрия	<i>industry</i>
исторический	<i>historic</i>
как только	<i>as soon as (to general)</i>
камера хранения	<i>left luggage</i>
карта	<i>road map</i>
каток	<i>ice rink</i>
кафе	<i>café</i>
кемпинг	<i>campsite</i>
кинотеатр	<i>cinema</i>
(газетный) киоск	<i>newspaper stall</i>

климат	<i>climate</i>
ключ	<i>key</i>
комната	<i>room</i>
контролёр	<i>ticket inspector</i>
концерт	<i>concert</i>
кража	<i>theft</i>
Кремль (m)	<i>Kremlin</i>
купе	<i>compartment</i>
лестница	<i>staircase</i>
летний лагерь	<i>summer camp</i>
летом	<i>in summer</i>
линия	<i>line/route</i>
лифт	<i>lift</i>
лодка	<i>boat</i>
магазин	<i>shop</i>
мясной магазин	<i>butcher</i>
магистраль (f)	<i>motorway</i>
марка	<i>brand/make; stamp</i>
маршрут	<i>route</i>
матрёшка	<i>Russian doll</i>
машина	<i>car</i>
мёртвый	<i>dead</i>
место	<i>place</i>
метр	<i>metre</i>
метро	<i>metro/underground railway</i>
милиционер	<i>(Russian) policeman</i>
милиция	<i>police station</i>
море	<i>sea</i>
мороз	<i>frost</i>
мост	<i>bridge</i>
мотор	<i>engine/motor</i>

музей	<i>museum</i>
на улице	<i>outside</i>
налево	<i>to the left</i>
направо	<i>to the right</i>
находиться	<i>to be situated</i>
небо	<i>sky</i>
нельзя	<i>(it is) forbidden to</i>
номер	<i>hotel room</i>
облако	<i>cloud</i>
область (f)	<i>administrative district, oblast</i>
обратный билет	<i>return ticket</i>
озеро	<i>lake</i>
опоздание	<i>delay</i>
остановка автобуса	<i>bus stop</i>
открытка	<i>postcard</i>
отъезд	<i>departure</i>
парк	<i>park</i>
(водительские) права	<i>driving licence</i>
спальня	<i>bedroom</i>
справа	<i>on the right</i>
стоянка	<i>car park</i>
паспортный контроль	<i>passport control</i>
первый/второй этаж	<i>1st/2nd floor</i>
перекрёсток	<i>crossroads</i>
пересадка	<i>connection</i>
переходить/перейти	<i>to cross</i>
пешеход	<i>pedestrian</i>
пешеходный район	<i>pedestrianised area</i>
пешком	<i>on foot</i>
план (города)	<i>map (of the town)</i>
платформа	<i>platform</i>

плёнка	<i>film (for a camera)</i>
плохой	<i>bad</i>
площадь (f)	<i>square</i>
пляж	<i>beach</i>
погода	<i>weather</i>
подвал	<i>basement</i>
поездка	<i>journey</i>
полететь	<i>to take off (plane)</i>
полицейский	<i>(British) policeman</i>
порт	<i>port</i>
праздник	<i>feast, holiday, fair, fête</i>
праздник	<i>public holiday</i>
приветствие	<i>welcome</i>
пригород	<i>suburb</i>
пробка	<i>traffic jam</i>
проблема	<i>problem</i>
прогноз погоды	<i>weather forecast</i>
прямо	<i>straight on</i>
работать	<i>to function, to work</i>
развлечения	<i>entertainment, things to do</i>
разный	<i>different, variable</i>
район	<i>region</i>
расписание	<i>timetable</i>
регистрация	<i>reception</i>
рейс	<i>flight</i>
река	<i>river</i>
рынок	<i>market</i>
самолёт	<i>plane</i>
светофор	<i>traffic lights</i>
север	<i>north</i>
сезон	<i>season</i>

слева	<i>on the left</i>
следующий	<i>following</i>
снег	<i>snow</i>
собор	<i>cathedral</i>
солнечный	<i>sunny</i>
солнце	<i>sun</i>
спальный вагон	<i>sleeping car</i>
спортивный комплекс	<i>sports centre</i>
справочное бюро	<i>tourist information office</i>
срок	<i>waiting period/time limit</i>
стадион	<i>stadium</i>
станция метро	<i>underground station</i>
супермаркет	<i>supermarket</i>
счастливого пути	<i>have a good journey</i>
такси	<i>taxi</i>
театр	<i>theatre</i>
телевидение	<i>television</i>
телевизор	<i>television set</i>
тихий	<i>quiet</i>
торговый центр	<i>shopping centre</i>
туалет(ы)	<i>toilet(s)</i>
туман	<i>fog</i>
тур	<i>tour</i>
турист(ический)	<i>tourist</i>
угол	<i>corner</i>
улица	<i>street</i>
универсам	<i>supermarket</i>
фабрика	<i>factory</i>
ферма	<i>farm</i>
холм	<i>hill</i>
холод	<i>cold</i>

цена	<i>price</i>
центр города	<i>town centre</i>
церковь (f)	<i>church</i>
чемодан	<i>suitcase</i>
шофёр	<i>(taxi) driver</i>
экскурсия	<i>excursion, outing</i>
этаж	<i>floor (1st, 2nd)</i>
юг	<i>south</i>

Customer service and transactions

банковская карточка	<i>bank card</i>
бланк	<i>form</i>
блин	<i>pancake</i>
болен/на	<i>ill</i>
брошюра	<i>brochure</i>
брюки	<i>trousers</i>
бумажник	<i>wallet</i>
бутерброд	<i>(open) sandwich</i>
бюро находок	<i>lost property office</i>
бюро обмена	<i>exchange bureau</i>
ветчина	<i>ham</i>
вино	<i>wine</i>
вор	<i>thief</i>
выбор	<i>choice</i>
горох	<i>peas</i>
гриб	<i>mushroom</i>
деньги (pl)	<i>money</i>
(дорожный) чек	<i>(traveller's) cheque</i>
евро	<i>euro</i>
жаль (f)	<i>pity, shame</i>
вода	<i>water</i>
завтрак	<i>breakfast</i>

закуска	<i>starter</i>
йогурт	<i>yoghurt</i>
камера	<i>video camera</i>
картофель (m)/картошка	<i>potato</i>
касса	<i>till</i>
кафе	<i>café</i>
колбаса	<i>salami type sausage</i>
копек	<i>kopek (1/100 rouble)</i>
кошелёк	<i>purse</i>
кредитная карточка	<i>credit card</i>
кроссовки	<i>trainers</i>
купальник	<i>swimsuit/trunks</i>
курица	<i>chicken</i>
курс обмена	<i>exchange rate</i>
лимон	<i>lemon</i>
марка	<i>stamp</i>
меню	<i>menu</i>
милиция	<i>police station</i>
мороженое	<i>ice cream</i>
на чай	<i>tip</i>
напиток	<i>drink</i>
носок	<i>sock</i>
обед	<i>meal</i>
обслуживание	<i>service</i>
овощи	<i>vegetables</i>
омлет	<i>omelette</i>
отдел	<i>department</i>
открытка	<i>postcard</i>
официант/ка	<i>waiter/waitress</i>
ошибка	<i>mistake</i>
паспорт	<i>passport</i>
пиджак	<i>casual jacket</i>

платить/за-	<i>to pay</i>
платье	<i>dress</i>
подарок	<i>present</i>
покупатель/ница (m/f)	<i>customer</i>
покупки	<i>shopping</i>
полный	<i>full</i>
продавец/продащица (m/f)	<i>salesman/woman</i>
размер	<i>size (shoes etc)</i>
рубль	<i>ruble</i>
сандалии	<i>sandals</i>
сэндвич	<i>sandwich</i>
свинина	<i>pork</i>
свитер	<i>sweater, jumper</i>
сдача	<i>change</i>
скидка	<i>reduction</i>
со скидкой	<i>reduced</i>
сок	<i>fruit juice</i>
столовая	<i>dining room</i>
счёт	<i>bill, invoice</i>
табак	<i>tobacco</i>
туфля	<i>shoe</i>
универмаг	<i>department store</i>
фотоаппарат	<i>camera</i>
фунт (стерлингов)	<i>pound sterling</i>
хлеб	<i>bread</i>
цена	<i>price</i>
чай	<i>tea</i>
чек	<i>receipt</i>
шеф	<i>boss</i>
юбка	<i>skirt</i>
яйцо	<i>egg</i>

Personal information

iPod	<i>iPod</i>
mp3	<i>mp3</i>
атлетика	<i>athletics</i>
атмосфера	<i>atmosphere</i>
вегетарианец/вегетарианка	<i>vegetarian</i>
видеоигра	<i>video game</i>
водные лыжи	<i>water skis</i>
возраст	<i>age</i>
адрес	<i>address</i>
волосы	<i>hair</i>
гитара	<i>guitar</i>
глаза (pl)	<i>eyes</i>
год	<i>year</i>
гулять/по- с собакой	<i>to take a dog out for a walk</i>
дата рождения	<i>date of birth</i>
день (m) рождения	<i>birthday</i>
друг/подруга (m/f)	<i>friend</i>
друзья/подруги (m/f)	<i>friends</i>
жена	<i>wife</i>
женатый	<i>married (man)</i>
женщина	<i>woman</i>
животное	<i>pet</i>
замужем	<i>married (woman)</i>
знаменитость (f)	<i>star, celebrity</i>
знание	<i>knowledge</i>
игрок	<i>player</i>
имя	<i>first name</i>
(почтовый) индекс	<i>postcode</i>

информатика	<i>computing, ICT</i>
катание на коньках	<i>skating</i>
катание на лыжах	<i>skiing</i>
кататься на велосипеде	<i>to go cycling</i>
кататься на лошади	<i>to go horse riding</i>
классический	<i>classical, classic</i>
клуб молодёжи	<i>youth club</i>
кольцо	<i>ring</i>
команда	<i>team</i>
компакт-диск/CD	<i>compact disk/CD</i>
коридор	<i>hall</i>
кроссовки	<i>trainers</i>
кудрявый	<i>curly</i>
мать (f)	<i>mother</i>
место рождения	<i>birthplace</i>
мобильный телефон	<i>mobile phone</i>
мода	<i>fashion</i>
молодёжный клуб	<i>youth club</i>
муж	<i>husband</i>
мужчина	<i>man</i>
музыка	<i>music</i>
наш/а/е/и	<i>our</i>
нос	<i>nose</i>
ночной клуб	<i>nightclub</i>
одежда	<i>clothes</i>
одетый	<i>dressed</i>
оркестр	<i>orchestra</i>
отдых	<i>leisure</i>
отец	<i>father</i>
очки	<i>glasses</i>
передача	<i>(television) programme</i>

песня	<i>song</i>
пианино	<i>piano</i>
пиджак	<i>jacket</i>
пинг-понг	<i>table tennis</i>
плавание	<i>swimming</i>
подкаст	<i>podcast</i>
поп-музыка	<i>pop (music)</i>
приятный	<i>pleasant, likeable</i>
прямой	<i>straight (hair)</i>
пьеса	<i>play</i>
работа	<i>job</i>
разведённый	<i>divorced</i>
разговорчивый	<i>talkative</i>
регби	<i>rugby</i>
родился/родилась	<i>was born</i>
рок-музыка	<i>rock (music)</i>
рыжий	<i>red (hair)</i>
рэп	<i>rap (music)</i>
свободное время	<i>free time</i>
семья	<i>family</i>
серьги	<i>earrings</i>
скрипка	<i>violin</i>
современный	<i>modern</i>
спорт	<i>sport</i>
спортивная площадка	<i>sports ground</i>
спортивный	<i>sporty</i>
спортивный костюм	<i>tracksuit</i>
старший	<i>older, first born</i>
старый	<i>old</i>
сумка	<i>bag</i>
температура	<i>temperature</i>

теннис	<i>tennis</i>
труба	<i>trumpet</i>
туризм	<i>tourism</i>
университет	<i>university</i>
фильм	<i>film</i>
флейта	<i>flute</i>
футбол	<i>football</i>
хобби	<i>leisure pursuits, hobby</i>
хоккей	<i>hockey</i>
худой	<i>thin</i>
чемпионат	<i>championship</i>
чтение	<i>reading</i>
шапка	<i>fur hat</i>
шляпа	<i>hat</i>
шуба	<i>fur coat</i>
эгоистичный	<i>selfish</i>

Future plans, education and work

электронная почта	<i>email</i>
email	<i>email</i>
актёр/актриса (m/f)	<i>actor, actress</i>
архитектор	<i>architect</i>
безработица	<i>unemployment</i>
бизнес	<i>business</i>
биология	<i>biology</i>
бланк	<i>form</i>
бумага	<i>paper</i>
в час	<i>per hour</i>
веб	<i>the web</i>
веб сайт	<i>website</i>
веб-почта	<i>webmail</i>

взрослый	<i>adult</i>
вина	<i>fault</i>
врач	<i>doctor</i>
гардероб	<i>cloakroom</i>
география	<i>geography</i>
дежурный	<i>on duty</i>
диплом	<i>degree (university)</i>
директор	<i>headteacher, director</i>
диск	<i>disc</i>
папка	<i>folder</i>
журналист	<i>journalist</i>
занятый	<i>busy</i>
записка	<i>message</i>
зарплата	<i>salary</i>
звонок по телефону	<i>telephone call</i>
инженер	<i>engineer</i>
инструктор	<i>instructor</i>
интервью	<i>interview</i>
информатика	<i>ICT</i>
история	<i>history</i>
квалификация	<i>qualification</i>
ключ	<i>key</i>
компания	<i>company</i>
компьютер	<i>computer</i>
контракт	<i>contract</i>
конференция	<i>conference</i>
курс	<i>a course</i>
маркетинг	<i>marketing</i>
математика	<i>maths</i>
медбрат	<i>male nurse</i>
медсестра	<i>nurse</i>

менеджер	<i>manager</i>
механик	<i>mechanic</i>
милиционер	<i>(Russian) police officer</i>
мода	<i>fashion</i>
мышь (f)	<i>mouse</i>
набирать/набрать номер	<i>to dial the number</i>
науки	<i>science</i>
обмен	<i>exchange</i>
опрос	<i>opinion poll/survey</i>
ответ	<i>answer, reply</i>
автоответчик	<i>answerphone</i>
отчёт	<i>school report</i>
отчёт	<i>report</i>
официант/официантка (m/f)	<i>waiter/waitress</i>
папка	<i>file</i>
пароль (m)	<i>password</i>
перерыв на кофе/чай	<i>coffee/tea break</i>
перерыв на обед	<i>lunch break</i>
письменный ящик	<i>letter box</i>
план	<i>plan, project</i>
повар	<i>cook</i>
пожарник	<i>fireman</i>
почта	<i>post/post office</i>
предмет	<i>subject</i>
преподаватель/ница (m/f)	<i>teacher</i>
программист	<i>programmer</i>
прогресс	<i>progress</i>
работа	<i>work, job</i>
рабочая практика	<i>work experience</i>
раз	<i>time, occasion</i>
расписание	<i>timetable</i>

реклама	<i>advert</i>
с опытом	<i>experienced</i>
с плохой зарплатой	<i>badly paid</i>
с хорошей зарплатой	<i>well paid</i>
следующий год	<i>next year</i>
служащий	<i>civil servant</i>
старший	<i>superior/higher</i>
столовая	<i>canteen</i>
строитель (m)	<i>builder</i>
студент/ка (m/f)	<i>student</i>
стюад/стюапдесса	<i>flight attendant</i>
техник	<i>technician</i>
тренировка	<i>training</i>
триместр	<i>term</i>
туристическое агентство	<i>travel agency</i>
университет	<i>university</i>
учитель/учительница (m/f)	<i>teacher (primary)</i>
учиться	<i>to study</i>
факс	<i>fax</i>
фермер/ша (m/f)	<i>farmer</i>
физика	<i>physics</i>
физкультура	<i>physical and sports education, PE</i>
фунт (стерлингов)	<i>pound (sterling)</i>
химия	<i>chemistry</i>
школа	<i>school</i>
экзамен	<i>examination</i>
экран	<i>screen</i>
электрик	<i>electrician</i>
язык	<i>language</i>

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