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

<table>
<thead>
<tr>
<th>Summary of changes made between previous issue and this current issue</th>
<th>Page number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Removal of Subject Advisor name:</td>
<td>3</td>
</tr>
<tr>
<td>’Our subject advisor service and online community...’</td>
<td></td>
</tr>
<tr>
<td>Update to Foundation tier paper timing:</td>
<td>6 and 39</td>
</tr>
<tr>
<td>’Foundation tier: 1 hour 20 minutes...’</td>
<td></td>
</tr>
<tr>
<td>Clarification of question titles appearing in English added:</td>
<td>38</td>
</tr>
<tr>
<td>’The instructions to students are in Russian. The question titles appear in English.’</td>
<td></td>
</tr>
<tr>
<td>Update to Foundation tier Assessment Information for Paper 4, bullet point 5:</td>
<td>39</td>
</tr>
<tr>
<td>’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.’</td>
<td></td>
</tr>
<tr>
<td>Reference to ‘GCE AS’ removed in the following sentence:</td>
<td>67</td>
</tr>
<tr>
<td>This qualification offers a suitable progression route to GCE A level in Russian.</td>
<td></td>
</tr>
</tbody>
</table>

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.
# Contents

1 **Introduction** 2  
   - Why choose Edexcel GCSE Russian? 2  
   - Supporting you in planning and implementing this qualification 3  
   - Qualification at a glance 4  

2 **Subject content** 7  
   - Themes and topics 8  
     - Paper 1: Listening and understanding in Russian 10  
     - Paper 2: Speaking in Russian 12  
     - Paper 3: Reading and understanding in Russian 36  
     - Paper 4: Writing in Russian 38  
     - Assessment Objectives 63  

3 **Administration and general information** 64  
   - Entries 64  
     - Access arrangements, reasonable adjustments, special consideration and malpractice 64  
     - Student recruitment and progression 67  

**Appendix 1: Candidate speaking examination record form (CS2)** 71  
**Appendix 2: Grammar list** 72  
**Appendix 3: Vocabulary list** 76  
**Appendix 4: The context for the development of this qualification** 131  
**Appendix 5: Transferable skills** 133  
**Appendix 6: Codes** 134
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.

<table>
<thead>
<tr>
<th>Paper 1: Listening and understanding in Russian (*Paper code: 1RU0/1F and 1H)</th>
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<tbody>
<tr>
<td><strong>Written examination</strong></td>
</tr>
<tr>
<td><strong>Foundation tier:</strong> 35 minutes, including 5 minutes’ reading time; 50 marks</td>
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<tr>
<td><strong>Higher tier:</strong> 45 minutes, including 5 minutes’ reading time; 50 marks</td>
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<tr>
<td><strong>25% of the total qualification</strong></td>
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<tr>
<td><strong>Content overview</strong></td>
</tr>
<tr>
<td>This paper draws on vocabulary and structures across all the themes and topics.</td>
</tr>
<tr>
<td><strong>Assessment overview</strong></td>
</tr>
<tr>
<td>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.</td>
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<tr>
<td>Students must answer all questions in both sections.</td>
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<tr>
<td>There is no requirement for students to produce written responses in Russian.</td>
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<tr>
<td><strong>Foundation tier</strong></td>
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<td>• Section A is set in English. The instructions to students are in English.</td>
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<tr>
<td>• Section B is set in Russian. The instructions to students are in Russian.</td>
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<tr>
<td><strong>Higher tier</strong></td>
</tr>
<tr>
<td>• Section A is set in Russian. The instructions to students are in Russian.</td>
</tr>
<tr>
<td>• Section B is set in English. The instructions to students are in English.</td>
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<tr>
<td>The listening audio files are available on our website.</td>
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The use of dictionaries is not permitted. For Paper 2 this includes during the preparation time.
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.

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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.
<table>
<thead>
<tr>
<th>Written examination</th>
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</thead>
<tbody>
<tr>
<td><strong>Foundation tier:</strong> 1 hour 20 minutes; 60 marks</td>
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<tr>
<td><strong>Higher tier:</strong> 1 hour 25 minutes; 60 marks</td>
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<td><strong>25% of the total qualification</strong></td>
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<tr>
<th>Assessment overview</th>
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<tr>
<td>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.</td>
</tr>
<tr>
<td><strong>Foundation tier</strong> – three open-response questions and one translation into Russian.</td>
</tr>
<tr>
<td><strong>Higher tier</strong> – two open-response questions and one translation into Russian.</td>
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</table>

*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

- 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.
  o Task 1 – a role play based on one topic. This is allocated by Pearson at the time of assessment.
  o Task 2 – a task containing a picture and questions drawn from one topic. This is allocated by Pearson at the time of assessment.
  o 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:
  o Task 1 – one role play recommended to last between one to one-and-a-half minutes for 10 marks
  o Task 2 – one picture-based task recommended to last between two-and-a-half to three minutes for 24 marks
  o Task 3 – a conversation recommended to last between three-and-a-half to four-and-a-half minutes for 36 marks.

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

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

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

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

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

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

**Task 1 – Role play**

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

**Teacher cards**

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

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

**Candidate cards**

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

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

Each candidate card contains instructions in English and the task is in 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.

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

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

<table>
<thead>
<tr>
<th>Mark</th>
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<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 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

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
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<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 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

<table>
<thead>
<tr>
<th>Mark</th>
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<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 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

<table>
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<tr>
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<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 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

<table>
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| 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.

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<tr>
<td>2</td>
<td>Clearly communicated; appropriate within the context of the role play; unambiguous; pronunciation supports clear communication</td>
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</table>

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

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
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<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 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

<table>
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<tbody>
<tr>
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<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 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

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 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

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 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

<table>
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<tbody>
<tr>
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<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 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

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

• **Higher tier**
  
  o The assessment time is 1 hour and 25 minutes in length.
  
  o The paper consists of two questions and one translation from English into Russian.
  
  o Students must answer all questions.
  
  o Question 1 has two options from which students have to select one. This question assesses students on their ability to convey information, narrate, express opinions, interest, and convince the reader about a certain point. Students must use the informal register, please see the definition in *Marking guidance for Paper 4: Writing in Russian*. This question is common to the Foundation tier.
  
  o Question 2 has two options from which students have to select one. This question assesses students on their ability to convey information, narrate, express and justify ideas and opinions, and interest or convince the reader. Students must use the formal register, please see the definition in *Marking guidance for Paper 4: Writing in Russian*.
  
  o 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

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 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**

<table>
<thead>
<tr>
<th>Mark</th>
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</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 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

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 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**

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 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

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 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

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 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.

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
<tr>
<td>1</td>
<td>• Meaning partially communicated with errors that hinder clarity or prevent meaning being conveyed</td>
</tr>
<tr>
<td>2</td>
<td>• Meaning fully communicated with occasional errors that do not hinder clarity</td>
</tr>
</tbody>
</table>

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

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

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

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

### 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

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
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</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 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**

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<th>Mark</th>
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<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
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</tbody>
</table>
| 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

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<th>Mark</th>
<th>Descriptor</th>
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</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 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.
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.

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
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<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 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:**

<table>
<thead>
<tr>
<th>AO1</th>
<th>Listening – understand and respond to different types of spoken language</th>
<th>25</th>
</tr>
</thead>
<tbody>
<tr>
<td>AO2</td>
<td>Speaking – communicate and interact effectively in speech</td>
<td>25</td>
</tr>
<tr>
<td>AO3</td>
<td>Reading – understand and respond to different types of written language</td>
<td>25</td>
</tr>
<tr>
<td>AO4</td>
<td>Writing – communicate in writing</td>
<td>25</td>
</tr>
</tbody>
</table>

**Total 100%**

### Breakdown of Assessment Objectives

<table>
<thead>
<tr>
<th>Paper</th>
<th>Assessment Objectives</th>
<th>Total for all Assessment Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1: Listening and understanding in Russian</td>
<td>25% 0% 0% 0%</td>
<td>25%</td>
</tr>
<tr>
<td>Paper 2: Speaking in Russian</td>
<td>0% 25% 0% 0%</td>
<td>25%</td>
</tr>
<tr>
<td>Paper 3: Reading and understanding in Russian</td>
<td>0% 0% 25% 0%</td>
<td>25%</td>
</tr>
<tr>
<td>Paper 4: Writing in Russian</td>
<td>0% 0% 0% 25%</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Total for GCSE</strong></td>
<td><strong>25% 25% 25% 25%</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Paper</th>
<th>Weighting</th>
<th>Raw marks</th>
<th>Scaling factor</th>
<th>Scaling mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<tr>
<td>2</td>
<td>25%</td>
<td>70</td>
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<td>70</td>
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<tr>
<td>3</td>
<td>25%</td>
<td>50</td>
<td>1.400</td>
<td>70</td>
</tr>
<tr>
<td>4</td>
<td>25%</td>
<td>60</td>
<td>1.167</td>
<td>70</td>
</tr>
</tbody>
</table>

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.
Appendices

Appendix 1: Candidate speaking examination record form (CS2) 71
Appendix 2: Grammar list 72
Appendix 3: Vocabulary list 76
Appendix 4: The context for the development of this qualification 131
Appendix 5: Transferable skills 133
Appendix 6: Codes 134
**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.

<table>
<thead>
<tr>
<th>Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Russian</th>
<th>1RU0: 2F/2H*</th>
<th>(*Please delete as appropriate)</th>
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<tbody>
<tr>
<td>Centre name:</td>
<td>Centre number:</td>
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<table>
<thead>
<tr>
<th>Candidate name and number</th>
<th>Declaration and permissions signature and date*</th>
<th>Role play</th>
<th>Picture-based discussion</th>
<th>Conversation (1)</th>
<th>Conversation (2)</th>
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<tr>
<td>Teacher name</td>
<td>Declaration and permissions signature and date*</td>
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</tbody>
</table>

*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, дома
- 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, ктo, 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 хотел 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)
nажимать/нажать

to close
закрывать/закрыть

to collect
собирать/собрать

to come
приходить/прийти

to consider
считать

to contact
связываться/связаться

to continue
продолжать

to continue/carry on
продолжать/продолжить

to convince
убеждать/убедить

to cook
готовить/при-

to cope/manage/get by
справляться/справиться

to copy
копировать/c-

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
- to enjoy
- to enjoy oneself
- to enter/go in
- to exist
- to explain
- to fail (exam)
- to fall
- to fall asleep
- to feed, nourish
- to fill/fill in
- to find
- to find out
- to finish
- to fly
- to follow
- to forget
- to forgive
- to get angry
- to get dressed
- to get into (bus, car, train)
- to get out of (bus, car, train)
- to get undressed
- to get up
- to give
- to give (a gift/present)
- to give back
- to go
- to go (and come back); make a round trip
- to go (in a car)
- to go down
- to go for a walk
- to go out
- to go to bed
- to go up
- to grow
- to happen
- to harm/damage
- to hate
- to have breakfast
- to have lunch
- to have dinner/supper
- to hear
- to help
- to hire
- to hit
- to hold
- to hope
- to hurry
- to improve
- to inform

- кончать(ся)/кончить(ся); заканчивать(ся)/закончить(ся)
- увлекаться
- хорошо проводить/провести время
- входить/войти
- существовать
- объяснять/объяснить
- проваливать/провалить экзамен
- падать/упасть
- засыпать/заснуть
- кормить/по-
- заполнять/заполнить
- находить/найти
- узнавать/знать
- заканчивать(ся)/закончить(ся)
- летать/лететь//поплыть
- следовать/по-
- забывать/забыть
- прощать/простить
- сердиться/рассердиться
- одеваться/одеться
- садиться/сесть в (автобус, машину, поезд)
- выходить/выйти из (автобуса, машины, поезда)
- раздеваться/раздеться
- вставать/встать
- давать/дать
- дарить/по-
- отдавать/отдать
- ходить/идти//пойти
- сходить pfv
- ездить/ехать//поехать (в машине)
- спускаться/спуститься
- гулять/по-
- выходить/выйти
- ложиться/лечь спать
- подниматься/подняться
- расти/вы-
- случиться/случиться
- вредить/по-
- ненавидеть/воз-
- завтракать/по-
- обедать/по-
- ужинать/по-
- слышать/у-
- помогать/помочь
- брать/взять напрокат
- ударять/ударить
- держать/по-
- надеяться
- спешить/по-
- улучшать/улучшить
- сообщать/сообщить
**Common verbs (cont)**

- to intend
- to intend
- to interest
- to introduce (a person)
- to invite
- to iron
- to jump
- to justify
- to knock
- to knock over
- to know
- to know how to
- to land
- to last
- to laugh
- to lead
- to learn
- to leave (behind)
- to leave; to depart
- to lie
- to lie down
- to light, turn/switch on
- to like
- to listen
- to live
- to look after/mind (child, dog)
- to look for
- to lose
- to lose
- to manage (business)
- to manage, to cope
- to mean to (do)
- to mean/to signify
- to meet
- to miss (appointment, etc)
- to miss (train, bus etc)
- to notice
- to offer
- to open
- to order
- to organise
- to park
- to park
- to pay
- to phone
- to play
- to pop in/go in
- to possess
- to prefer
- to prepare
- to present
- to prevent

- намереваться
- собираться
- интересовать/за-
- представлять/представить
- приглашать/пригласить
- гладить/по-
- прыгать/прывгнуть
- оправдывать/оправдать
- стучать/стукнуть
- сбивать/сбить (с ног)
- знать
- уметь
- приземляться/приземлиться
- длиться
- смеяться/за-
- водить/вести//повести
- учиться
- оставлять/оставить
- уезжать/уйехать
- уходить/уйти
- лежать/по-
- ложиться/лечь
- включать/включить
- нравиться/по-
- слушать/по-
- жить
- присматривать/присмотреть
- искать/по-
- терять/по-
- проигрывать/проиграть
- любить/по-
- руководить
- спрацляться/справиться
- собираться/собраться
- значить
- встречать(ся)/встретить(ся)
- пропускать/пропустить
- опаздывать/опоздать (на поезд, автобус)
- замечать/заметить
- предлагать/предложить
- открывать/открыть
- заказывать/заказать
- организовать
- парковаться/при-
- ставить/по- (машины)
- платить/за-
- звонить/по-
- играть/по-
- заходить/зайти
- иметь
- предпочитать/препочесть
- готовить(ся)/подготовить(ся)
- представлять/представить
- предотвращать/предотвратить
### Common verbs (cont)

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

to weigh (have weight)  взвешивать/взвесить

to weigh (sth.)  выигрывать/выиграть

to win  желать/по-
to wish  работать/по-
to work  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)

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

long
lost
loud
magnificent
main
marvellous
modern
narrow
naughty
necessary, needed
necessary, unavoidable
negative
negative
new
next
nice; likeable
noisy
normal
OK
old
old (former)
old fashioned
open
optimistic
original
other
patient (im-)
peaceful
pessimistic
pleasant, nice
pleased
polite (im-)
poor
popular
possible
positive
positive
practical
pretty
quiet
ready, prepared
real
reasonable
recent
reliable
responsible
rich
sad
safe
same
selfish
sensational
serious

dлинный
потерянный
громкий
великолепный
главный
замечательный
современный
узкий
непослушный
нужный
необходимый
негативный
отрицательный
новый
следующий
приятный
шумный
обычный
нормальный
старый
бывший
старомодный
открытый
оптимистичный
оригинальный
другой
(не)терпеливый
спокойный
пессимистичный
приятный
довольный
(не)вежливый
бедный
популярный
возможный
позитивный
положительный
практичный
симпатичный
тихий
готовый
реальный
разумный
недавний
надёжный
ответственный
богатый
грустный
безопасный
однakoвый
эгоистичный
сенсационный
сeрьёзный
### Common adjectives (cont)

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

### Common adverbs

<table>
<thead>
<tr>
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<th>Russian</th>
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</thead>
<tbody>
<tr>
<td>(for) a long time</td>
<td>долго</td>
</tr>
<tr>
<td>again</td>
<td>опять</td>
</tr>
<tr>
<td>almost</td>
<td>почти</td>
</tr>
<tr>
<td>already</td>
<td>уже</td>
</tr>
<tr>
<td>also</td>
<td>также</td>
</tr>
<tr>
<td>always</td>
<td>всегда</td>
</tr>
<tr>
<td>approximately</td>
<td>примерно</td>
</tr>
<tr>
<td>badly</td>
<td>плохо</td>
</tr>
<tr>
<td>better</td>
<td>лучше</td>
</tr>
<tr>
<td>cheap(ly)</td>
<td>дёшево</td>
</tr>
<tr>
<td>completely</td>
<td>совсем</td>
</tr>
<tr>
<td>down (there)</td>
<td>внизу</td>
</tr>
<tr>
<td>earlier</td>
<td>раньше</td>
</tr>
</tbody>
</table>
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
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
before
behind
between
far from
from
in
in front of
in the background
in the foreground
in the middle (of)
near (to)
near (to)
next to
on
onto
opposite
outside
through
to
towards
under
until
with

Colours

black
blue (dark)
bronze
brown
brown (eyes)
chestnut brown
dark
gold
green
grey
grey (hair)
light
light blue
orange
pink
purple
red
red (of hair)
silver
violet
white
yellow

из-за
do
за
между
dалеко от
от
в
перед
на заднем плане
на переднем плане
среди
около
близко от
рядом с
на
на
напротив
снаружи
через
в, на
к
под
до
с

чёрный
синий
бронзовый
коричневый
карий
каштановый
tёмный
золотой
зелёный
серый
седой
светлый
голубой
оранжевый
розовый
лиловый/пурпурный
красный
рыжий
серебряный
фиолетовый
белый
жёлтый
### Numbers

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

<table>
<thead>
<tr>
<th>English</th>
<th>Russian</th>
</tr>
</thead>
<tbody>
<tr>
<td>first</td>
<td>первый</td>
</tr>
<tr>
<td>second</td>
<td>второй</td>
</tr>
<tr>
<td>third</td>
<td>третий</td>
</tr>
<tr>
<td>fourth</td>
<td>четвёртый</td>
</tr>
<tr>
<td>fifth</td>
<td>пятый</td>
</tr>
<tr>
<td>sixth</td>
<td>шестой</td>
</tr>
<tr>
<td>seventh</td>
<td>седьмой</td>
</tr>
<tr>
<td>eight</td>
<td>восьмой</td>
</tr>
<tr>
<td>ninth</td>
<td>девятый</td>
</tr>
<tr>
<td>tenth</td>
<td>десятый</td>
</tr>
<tr>
<td>eleventh</td>
<td>одиннадцатый</td>
</tr>
<tr>
<td>twelfth</td>
<td>двенадцатый</td>
</tr>
<tr>
<td>twenty first</td>
<td>дневдцать первый</td>
</tr>
</tbody>
</table>

### Quantities and measures

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

### Some useful connecting words

<table>
<thead>
<tr>
<th>English</th>
<th>Russian</th>
</tr>
</thead>
<tbody>
<tr>
<td>also</td>
<td>также</td>
</tr>
<tr>
<td>although</td>
<td>хотя</td>
</tr>
<tr>
<td>and</td>
<td>и</td>
</tr>
<tr>
<td>as, since</td>
<td>так, как</td>
</tr>
<tr>
<td>because</td>
<td>потому что</td>
</tr>
</tbody>
</table>
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
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
- morning
- night
- now
- on time
- once
- once, one day
- right now
- since
- soon
- the day after tomorrow
- the day before yesterday
- the day/evening before
- the next day; following day
- time
- today
- tomorrow
- twice
- week
- weekend
- what is the time?
- year/s
- yesterday

Times of day

- 1 a.m.
- 1 p.m.
- nine o'clock in the evening
- 13.00
- at exactly 2 o'clock
- at about...... o'clock
- it is five past three
- five to three
- half past nine
- ten past four
- ten to four
- quarter to six
- quarter past seven

Days of the week

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday
- Sunday
- (on) Monday
- (on) Monday morning
- (on) Monday evening
- on Mondays
- every Monday

- минута
- утро
- ночь
- теперь
- вовремя
- один раз
- однажды
- сейчас
- с
- скоро
- послезавтра
- позавчера
- накануне
- на следующий день
- время
- сегодня
- завтра
- два раза
- неделя
- выходные; уик-энд
- который час?
- год/лет
- вчера
- 1 час ночи
- 1 час дня
- девять часов вечера
- 13.00
- ровно в 2 часа
- примерно в .... часа/часов
- пять минут четвёртого
- без пяти три
- половина десятого, полдевятого
- десять минут пятого
- без десяти четыре
- без четверти шесть
- четверть восьмого
- понедельник
- вторник
- среда
- четверг
- пятница
- суббота
- воскресенье
- в понедельник
- в понедельник утром
- в понедельник вечером
- по понедельникам
- каждый понедельник
Months and seasons of the year

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>month</td>
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<td>May</td>
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<td>June</td>
<td>июнь</td>
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<tr>
<td>September</td>
<td>сентябрь</td>
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<td>October</td>
<td>октябрь</td>
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<tr>
<td>November</td>
<td>ноябрь</td>
</tr>
<tr>
<td>December</td>
<td>декабрь</td>
</tr>
<tr>
<td>season</td>
<td>сезон, время года</td>
</tr>
<tr>
<td>autumn (in)</td>
<td>осень (осенью)</td>
</tr>
<tr>
<td>spring (in)</td>
<td>весна (весной)</td>
</tr>
<tr>
<td>summer (in)</td>
<td>лето (летом)</td>
</tr>
<tr>
<td>winter (in)</td>
<td>зима (зимой)</td>
</tr>
</tbody>
</table>

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              |
lite            | 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
- it depends
- it doesn’t matter
- it makes me laugh
- it’s all the same to me
- let’s
- most of all
- must
- of course
- okay (in agreement)
- once again
- one of the following
- personally
- so much the better
- so, so
- suddenly
- that doesn’t interest me
- that’s enough
- the thing is that …
- there is/are
- too bad, what a shame
- true (this is)
- well done!
- what does that mean?
- what is it like?
- with pleasure
- you are not allowed to
- you can (one can)
- you must (one must)

Other high-frequency words

- apart from
- as, like
- end
- everybody
- everything
- except
- figure (number)
- for example
- Miss
- Mr (also Sir)
- Mrs (also Madam)
- number
- number (e.g. phone number)
- opinion
- reason
- someone
- something
- that
- thing
- time (occasion)
- type (kind of)
- with
- without

- это раздражает меня
- это зависит
- это неважно
- это смешно
- мне всё равно
- давай/те
- больше всего
- должен/должна/должно/должный
- конечно
- ладно
- ещё раз
- один/одна/одно из следующих
- лично
- тем лучше
- ничего
- вдруг
- это меня не интересует
- хватит, достаточно
- дело в том, что …
- есть
- очень жаль, как жалко
- (это) правда
- молодец!
- что это значит?
- как это?
- с удовольствием
- нельзя
- можно
- надо

- кроме
- как
- конец
- все
- всё
- кроме
- цифра
- например
- госпожа
- господин
- госпожа
- число
- номер
- мнение
- причина
- кто-то, кто-нибудь
- что-то, что-нибудь
- то
- раз, случай
- вид, тип
- с
- без
### Countries

<table>
<thead>
<tr>
<th>Country</th>
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### Areas/mountains/seas/places

<table>
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<tr>
<td>area</td>
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<td>Чёрное море</td>
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<td>Кремль</td>
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<td>север</td>
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<td>Тихий океан</td>
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<td>polar circle</td>
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<td>тайга</td>
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<td>the Arctic</td>
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<td>the Channel Tunnel</td>
<td>тоннель под ЛаМаншем</td>
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<td>ЛаМанш</td>
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<td>the Far East</td>
<td>Дальний восток</td>
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<td>the Mediterranean sea</td>
<td>Средиземное море</td>
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<td>the Urals</td>
<td>Урал</td>
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<td>tundra</td>
<td>тундра</td>
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<td>запад</td>
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<td>Bronze Horseman</td>
<td>Медный всадник</td>
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<tr>
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<td>Екатеринский дворец</td>
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### Areas/mountains/seas/places (cont)

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<td>Hermitage</td>
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<td>мавзолей Ленина</td>
</tr>
<tr>
<td>Peterhof</td>
<td>Петергоф</td>
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<tr>
<td>Red Square</td>
<td>Красная площадь</td>
</tr>
<tr>
<td>Saint Isaac’s Cathedral</td>
<td>Исааküйский собор</td>
</tr>
<tr>
<td>Winter Palace</td>
<td>Зимний дворец</td>
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### Useful abbreviations and acronyms

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

<table>
<thead>
<tr>
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<th>Russian</th>
</tr>
</thead>
<tbody>
<tr>
<td>best wishes</td>
<td>с наилучшими пожеланиями</td>
</tr>
<tr>
<td>(I’m) sorry (informal/formal)</td>
<td>извини(те) / прошу прощения</td>
</tr>
<tr>
<td>bye!</td>
<td>пока!</td>
</tr>
<tr>
<td>Could you say that again, please?</td>
<td>повторите, пожалуйста.</td>
</tr>
<tr>
<td>Dear (to begin formal letter)</td>
<td>Уважаемый/-ая</td>
</tr>
<tr>
<td>don’t mention it</td>
<td>не за что</td>
</tr>
<tr>
<td>good afternoon</td>
<td>добрый день</td>
</tr>
<tr>
<td>good evening</td>
<td>добрый вечер</td>
</tr>
<tr>
<td>good morning</td>
<td>доброе утро</td>
</tr>
<tr>
<td>goodbye</td>
<td>до свидания</td>
</tr>
<tr>
<td>goodnight</td>
<td>спокойной ночи</td>
</tr>
<tr>
<td>have a good journey</td>
<td>счастливого пути</td>
</tr>
<tr>
<td>hello</td>
<td>здоровствуйте(те)</td>
</tr>
<tr>
<td>hello (on the telephone)</td>
<td>алло</td>
</tr>
<tr>
<td>help!</td>
<td>помогите! на помощь!</td>
</tr>
<tr>
<td>hi!</td>
<td>привет!</td>
</tr>
<tr>
<td>how are you?</td>
<td>как дела?</td>
</tr>
<tr>
<td>it is time to</td>
<td>пора</td>
</tr>
<tr>
<td>I beg your pardon? Pardon?</td>
<td>извините!</td>
</tr>
<tr>
<td>It’s a pleasure</td>
<td>с удовольствием</td>
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<tr>
<td>meet you at 6 o’clock</td>
<td>встретимся в 6 часов</td>
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<tr>
<td>meeting; meeting place</td>
<td>встреча; место встречи</td>
</tr>
<tr>
<td>nightmare!</td>
<td>кошмар!</td>
</tr>
<tr>
<td>no thank you</td>
<td>нет спасибо</td>
</tr>
<tr>
<td>of course</td>
<td>конечно</td>
</tr>
<tr>
<td>please</td>
<td>пожалуйста</td>
</tr>
<tr>
<td>see you later</td>
<td>пока!</td>
</tr>
<tr>
<td>see you soon</td>
<td>до скорого</td>
</tr>
<tr>
<td>see you tomorrow/on Friday</td>
<td>до завтра / до пятницы</td>
</tr>
<tr>
<td>sorry</td>
<td>извини(те)</td>
</tr>
<tr>
<td>thank you (very much)</td>
<td>(большое) спасибо</td>
</tr>
</tbody>
</table>
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
набрать/набрать номер
e-mail
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
- apple
- banana
- beans
- beef
- Beef Stroganov
- beer
- beetroot
- beetroot soup, borscht
- bill
- biscuit
- bottle
- bread
- breakfast
- business lunch
- butter
- cabbage
- cabbage soup
- café
- cake
- carrot
- caviar
- champagne
- cheese
- chicken
- chips
- chocolate
- closed (on Mondays)
- cocoa
- coffee
- crisps
- cucumber
- cup
- custom
- customer
- daily
- delicious
- dessert
- dining room
- dish
- drink
- egg
- enjoy your meal!
- euro
- evening meal, dinner
- everyday
- fast food
- first course

- аппетит
- яблоко
- банан
- фасоль
- говядина
- Бефстроганов
- пиво
- свёкла
- борщ
- счёт
- печенье
- бутылка
- хлеб
- завтрак
- бизнес-ланч
- масло
- капуста
- щи
- кафе
- торт
- морковь
- икра
- шампанское
- сыр
- курица
- картофель фри
- шоколад
- закрыто (по понедельникам)
- какао
- кофе
- чипсы
- огурец
- чашка
- обычай
- покупатель, клиент
- повседневный
- вкусно
- десерт
- столовая
- блюдо
- напиток
- яйцо
- приятного аппетита
- евро
- ужин
- повседневный
- фаст-фуд
- 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
pelnemi (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  
salt  
sandwich  
sausages  
service  
sideboard, dresser  
snack  
Snack bar  
soup  
soured cream  
speciality  
Starters  
Steak  
Still water  
sugar  
Supermarket  
Supper  
Sweet  
Sweet (tasting)  
Sweet course, dessert  
Table  
Tasty  
Tea  
To have breakfast  
To have lunch  
To have supper  
To pay  
Tomato  
Vegetables  
Vegetarian  
Vitamins  
Vodka  
Waiter/waitress  
Water  
Watermelon  
Wine  
Yoghurt  

Higher tier
Choice  
Chop (e.g. pork/lamb)  
Cooked  
Cream  
Duck  
Fork  
Fried egg  
Garlic  
Glass  
Homemade  
Honey  
Jar  
Knife  

колбаса  
соль  
булка, сэндвич  
сосиски  
сервис  
буфет  
закуска  
буфет  
суп  
сметана  
специальность  
закуски  
бифштекс  
негазированная вода  
сахар  
суермаркет  
ужин  
конфета  
сладкий  
сладкое (блюдо)  
стол  
вкусный  
чай  
завтракать/по-  
обедать/по-  
ужинать/по-  
платить/за-  
помидор  
овощи  
вегетарианец, вегетарианка  
витамины  
водка  
официант/официантка  
вода  
апрэз  
вино  
йогурт  
выбор  
котлета  
приготовленный  
сливки  
утка  
вилка  
ячнича  
чеснок  
стакан  
домашний  
мёд  
банка  
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
pea — 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, label — 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
- footwear
- fur coat
- fur hat
- handbag
- hat
- jacket
- jeans
- jumper
- leather
- made of leather
- make
- makeup
- pants, briefs
- pyjamas
- rucksack
- scarf
- shirt
- shoes
- shorts
- size
- skirt
- small
- smart
- socks
- sportsman
- sportswoman
- style
- suit
- sweater
- swimming costume
- tee shirt
- tie
- tracksuit
- trainers
- trousers
- umbrella
- uniform
- vest
- watch

**Higher tier**

- cardigan
- cotton (made of cotton)
- glove
- hairdresser's
- heel
- lipstick
- loose (i.e. too big)
- neat
- perfume
- raincoat
- ring
- slippers
Higher tier (cont)

tattoo
tights
to put on makeup

tатуировка
колготки
краситься

Words on relations, relationships, personal and physical characteristics

Foundation tier

age
alcohol
arm, hand
armchair
at home
at my/our house
aunt
back
bald
bath
bathroom
beard
bearded
beautiful
bed (linen)
bed(stead)
bedroom
bedside cabinet
bird
birthday
birthplace
block (of flats)
blond/e
boy
brother
brunette
brothers and sisters, siblings
cat
cat (m)
chair
character, personality
charming, nice
child
children
comfortable (house, furniture)
curly
curtains
dacha, country cottage
daily routine
dad
date of birth
daughter
diet
dining room
dog
door
ear/s

возраст
алкоголь
рука
кресло
дома
у меня /у нас дома
тётя
спина
лысый
ванна
ванная
борода
с бородой
красивый
постель
кровать
спальня
тумбочка
птица
день рождения
место рождения
дом
блондин/ка
мальчик
брать
брюнет/ка
братья и сёстры
кошка
кот
стул
характер
милый
ребёнок
дети
удобный
кудрявый
занавески
дача
режим дня
папа
дата рождения
дочь
диета
столовая
собака
дверь
ухо/уши
Foundation tier (cont)

energetic
enthusiasm
eyes
face
family
father
first name
flat; apartment
friend (f)
friend (m)
friends
furniture
garage
garden
girl (older)
girl (young)
glasses
goldfish
grandchild (f)
grandchild (m)
grandfather, grandad
grandmother, grandma, granny
grandparents
guest
guinea pig
hair
hamster
head
health
horse
house
house (small)
ideal
identity
intelligent, clever
kind
kitchen
lamp, light
lazy
leg, foot
life
live, lively, alive
living room, front room
man
member of the family
mother
mouse
moustache
mouth
mum
neck
nice, pleasant
normal
nose
old
Foundation tier (cont)

optimist
organiser
parents
party
penfriend (f)
penfriend (m)
people
person
personal
pessimist
pet
picture
plant
present; gift
public holiday
rabbit
refrigerator
relationship
religion
sauna
serious
Shrove Tuesday
sister
slim
snake
sofa; settee
son
staying as a guest
stomach
straight (hair)
study (room); office
surname
table
talent
talented
teenager
terrace
thin
throat
to be called (person)
to be called (place)
to be healthy, fit
to look (e.g. angry/happy etc)
to seem
to stay as a guest
tooth
tropical fish
ugly
uncle
visit
wife
woman
younger
youth

оптимист
организатор
родители
вечеринка
подруга по переписке
друг по переписке
люди
человек
персональный
пессимист
домашнее животное
картина
растение
подарок
праздник
кролик
холодильник
отношения (пл.)
религия
сауна
серьёзный
масленица
сестра
тонкий
змея
dиван
сын
в гостях
жизнь
прямые (волосы)
кабинет
фамилия
стол
талант
талантливый
tинейджер
терраса
худой
горло
звать
называться
быть в форме
выглядеть
казаться/по- 
гостить
зуб
тропические рыбки
некрасивый
дядя
визит
жена
женщина
моложе
молодость
<table>
<thead>
<tr>
<th>Higher tier</th>
<th>Russian</th>
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<tbody>
<tr>
<td>acquaintance</td>
<td>знакомый</td>
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<tr>
<td>adult, grown-up</td>
<td>взрослый</td>
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<tr>
<td>alone</td>
<td>один/одна/одно</td>
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<tr>
<td>argument</td>
<td>спор</td>
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<td>body</td>
<td>тело</td>
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<td>brave, adventurous</td>
<td>смелый</td>
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<td>career</td>
<td>карьера</td>
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<td>carpet</td>
<td>ковёр</td>
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<td>celebrity</td>
<td>знаменитость</td>
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<tr>
<td>character (in film, etc)</td>
<td>персонаж</td>
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<td>character trait</td>
<td>черта характера</td>
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<td>character, nature</td>
<td>характер</td>
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<tr>
<td>confident, sure</td>
<td>уверенный</td>
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<tr>
<td>cousin</td>
<td>двоюродный брат/двоюродная сестра</td>
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<td>discrimination</td>
<td>дискриминация</td>
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<td>eating, diet</td>
<td>питание</td>
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<td>elbow</td>
<td>локоть</td>
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<td>elder</td>
<td>старший</td>
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<td>elderly</td>
<td>пожилой</td>
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<td>example</td>
<td>пример</td>
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<tr>
<td>faith (religious)</td>
<td>вера</td>
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<td>family (adjective)</td>
<td>семейный</td>
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<td>famous</td>
<td>знаменитый</td>
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<td>farewell</td>
<td>прощальный</td>
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<td>feeling</td>
<td>чувство</td>
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<td>furnished</td>
<td>меблированный</td>
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<tr>
<td>gender, sex</td>
<td>пол</td>
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<td>guy, dude, bloke</td>
<td>парень</td>
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<tr>
<td>habit</td>
<td>привычка</td>
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<tr>
<td>hall (in house)</td>
<td>коридор</td>
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<td>hungry</td>
<td>голодный</td>
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<tr>
<td>husband</td>
<td>муж</td>
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<td>initiative</td>
<td>инициатива</td>
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<td>invitation</td>
<td>приглашение</td>
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<tr>
<td>knee</td>
<td>колено</td>
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<tr>
<td>loft</td>
<td>чердак, мансарда</td>
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<tr>
<td>loyal, faithful</td>
<td>лояльный</td>
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<tr>
<td>married</td>
<td>замужем (f) / женат (m)</td>
</tr>
<tr>
<td>meeting</td>
<td>встреча</td>
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<tr>
<td>mirror</td>
<td>зеркало</td>
</tr>
<tr>
<td>mood</td>
<td>настроение</td>
</tr>
<tr>
<td>neighbour</td>
<td>сосед/соседка</td>
</tr>
<tr>
<td>old age</td>
<td>старость</td>
</tr>
<tr>
<td>old people's home</td>
<td>дом престарелых</td>
</tr>
<tr>
<td>older</td>
<td>старше</td>
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<tr>
<td>oldest (brother/sister)</td>
<td>самый старший</td>
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<tr>
<td>only child</td>
<td>единственный ребёнок</td>
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<tr>
<td>participant</td>
<td>участник</td>
</tr>
<tr>
<td>pensioner</td>
<td>пенсионер/ка</td>
</tr>
<tr>
<td>place of residence</td>
<td>место жительства</td>
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<tr>
<td>project</td>
<td>проект</td>
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<tr>
<td>racist</td>
<td>расистский</td>
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<tr>
<td>reasonable</td>
<td>разумный</td>
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<tr>
<td>relative, relation</td>
<td>родственник</td>
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</tbody>
</table>
**Higher tier (cont)**

- reliable
- sauna (Russian-style)
- self (myself, yourself etc)
- selfish
- sense of humour
- sensitive
- similar
- study, office
- survey
- stereotype
- thin/slender
- tired
- to argue
- to babysit
- to be in a good/bad mood
- to do the washing up
- to feel
- to get on (well) with
- to move house
- to participate
- to respect
- to support
- understanding
- unemployed
- wages
- wanted
- way of life, lifestyle
- younger

**Identity and culture: cultural life**

**Foundation tier**

- accordion
- aerobics
- art gallery
- a sport
- athletics
- badminton
- balalaika
- ball
- ballet
- band/group
- basketball
- book
- boxing
- camera
- cartoon
- cat
- CD (compact disc)
- celebration
- chess
- choir
- Christmas
- cinema (medium)
Foundation tier (cont)
clarinet кларнет
classical, classic классический
classic клуб
club колекция
collection компьютерная игра
concert концерт
cultural культурный
culture культура
cycle велосипед
cycle танец
dance детектив
detective/police (story) документальный фильм
documentary барабан
drum Пасха
easter событие
Easter праздники
event фильм
film флейта
flute футбол
football свободное время
game игры
game gитарра
egg гимнастика
gymnastics С днём рождения!
Happy birthday! С Новым Годом!
Happy New Year!
hobby; leisure activity хобби
hobby хоккей
hockey катаеание на коньках
ideя
idea информация
information инструмент
instrument интерес
interest лотерея
lottery журнал
magazine метод
method мобильный телефон
mobile phone MP3 плеер
MP3 player музыка
music мюзикл
musical (show) Новый год
New Year новости
news ночной клуб
nightclub опера
opera оркестр
orchestra фото(графия)
photo(graph) пианино
piano пинг-понг
ping pong игрок
player поп-музыка
pop music передача
programme, broadcast рэп
rap чтение
reading рок-музыка
rock music пример
role model романтический
romantic
Foundation tier (cont)

rugby
saxophone
science fiction film
sculpture
series
show (theatre etc)
show, performance
skate boarding
skiing
socialising
sport
sports ground
sports hall
sporty
spy film
squash
surfing
swimming
team
television (medium)
tennis
theme
thriller
tradition
traditional
to adore
to celebrate
to collect
to dance
to do sport
to get married
to socialise with
to take a dog out for a walk
toy
(TV) channel
video camera
video/computer game
violin
volleyball
windsurfing

Higher tier

adventure film
amusement
any (sort of)
audience
author
boat
bowling (tenpin)
budget
ceremony
Christmas tree
comedy
competition

рёгби
саксофон
научно-фантастический фильм
скульптура
серия
спектакль
катание на лыжах
общение
спорт
спортивная площадка
спортзал; спортивный комплекс
спортивный
шпионский фильм
сквош
серфинг
плавание
команда
tелевидение
tennis
tema
tриллер
традиция
традиционный
обожать
отмечать/отметить
собирать/собрать
танцевать
заниматься спортом
выходить/выйти замуж (f) / жениться/
обращаться с
гулять с собакой
игрушка
(телевизионный) канал
камера
видеоигра
скрипка
волейбол
виндсерфинг

приключенческий фильм
развлечение
любой
аудитория
автор
лодка
боулинг
бюджет
церемония
ёлка
комедия
соревнование; конкурс
Higher tier (cont)
drama (TV etc)  
drama
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
poet  
поэт
poetry  
поэзия
prize  
приз
prize winner  
призёр
review  
отзыв
riding  
верховая езда
roller blading  
катание на роликах
sailing  
парусный спорт
short story  
рассказ; повесть
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  
tо кататься на роликах
to sail  
заниматься парусным спортом
to score a goal  
забивать/забить гол
Higher tier (cont)

- to sew
- to skateboard
- to swim
- to take part (in)
- to train
- tournament
- training
- trumpet
- unforgettable
- viewer
- writer
- Xbox
- youth club

Identity and culture: using social media

Foundation tier

- advantage
- blog
- chatroom
- computer
- disadvantage
- disk
- electronic
- email
- internet
- laptop
- new technology
- programme
- risk
- screen
- social media
- technology
- to chat online
- to download
- to use
- use of technology
- virtual
- virus
- web
- web page
- webcam
- website

Higher tier

- connection
- gadget
- homepage
- page
- password
- social network
- technical
- to be concerned, worried

- шить/с-
- кататься на скейтборде
- плавать/плыть/поплыть
- принимать/принять участие
- тренировать(ся)
- турнир
- тренировка
- труба
- незабываемый
- зритель
- писатель
- игровая приставка Xbox
- молодёжный клуб

- преимущество
- блог
- чат
- компьютер
- недостаток
- диск
- электронный
- электронная почта
- интернет
- лэптоп
- новая технология
- программа
- риск
- экран
- социальные медиа
- технология
- разговаривать онлайн
- скачивать/скачать
- пользоваться/ис-
- использование технологии
- виртуальный
- вирус
- веб-
- веб-страница
- веб-камера
- вебсайт

- связь
- гаджет
- главная страница
- страница
- пароль
- социальная сеть; соцсеть f
- технический
- 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
marca
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
to cheque; receipt
чек
to circus
цирк
to closed
закрыт
Foundation tier (cont)

coach, 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, универсам
destination, место назначения
direct, прямой
disco, дискотека
door, дверь
door, вход
door, выход
direct, вход
experience, опыт
fact, факт
factory, завод
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
night club
occupied/taken
office
on foot
on the left
on the right
open
palace
paper
park
passenger
passport
passport control
petrol
place
plane
platform
policeman
port
post office
postcard
poster
priority
problem
public
public transport
radio
railway
railway carriage
recommendation
region, area
region, district
resort
return ticket
river
road
room
room (in hotel)
Russian doll
sea
season
shop
shopping
shopping centre
show
shower
sight, tourist attraction, place to see
single ticket
snack bar
snack bar, buffet (on a train)
souvenir

gазетный киоск
ночной клуб
занято
офис
пешком
слева
справа
открыто
dворец
бумага
павильон
пассажир
паспорт
паспортный контроль
бензин
место
самолёт
платформа
полицейский; милиционер
порт
почта
открытка
плакат
приоритет
проблема
общественный
городской транспорт
радио
железная дорога
вагон
рекомендация
регион
район
курорт
обратный билет
река
дорога
комната
номер
матрёшка
море
сезон, время года
магазин
покупки
торговый центр
шоу
душ
достопримечательность
билет в одну сторону
буфет
вагон-ресторан
сувенир
<table>
<thead>
<tr>
<th>English Word</th>
<th>Russian Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>sports centre</td>
<td>спортивный центр</td>
</tr>
<tr>
<td>square (in town)</td>
<td>площадь</td>
</tr>
<tr>
<td>stadium</td>
<td>стадион</td>
</tr>
<tr>
<td>station (mainline railway)</td>
<td>вокзал</td>
</tr>
<tr>
<td>station (metro)</td>
<td>станция</td>
</tr>
<tr>
<td>stop (bus, tram etc)</td>
<td>остановка</td>
</tr>
<tr>
<td>street</td>
<td>улица</td>
</tr>
<tr>
<td>suburb; outskirts of town</td>
<td>пригород</td>
</tr>
<tr>
<td>suitcase</td>
<td>чемодан</td>
</tr>
<tr>
<td>supermarket</td>
<td>супермаркет</td>
</tr>
<tr>
<td>swimming pool</td>
<td>бассейн</td>
</tr>
<tr>
<td>taxi</td>
<td>такси</td>
</tr>
<tr>
<td>teenager</td>
<td>тинейджер</td>
</tr>
<tr>
<td>television set</td>
<td>телевизор</td>
</tr>
<tr>
<td>tennis court</td>
<td>теннисный корт</td>
</tr>
<tr>
<td>tent</td>
<td>палатка</td>
</tr>
<tr>
<td>theatre</td>
<td>театр</td>
</tr>
<tr>
<td>ticket</td>
<td>билет</td>
</tr>
<tr>
<td>ticket office</td>
<td>билетная касса</td>
</tr>
<tr>
<td>ticket; tram, bus or metro ticket</td>
<td>билет; билет на трамвай, автобус, метро</td>
</tr>
<tr>
<td>till; cash desk</td>
<td>касса</td>
</tr>
<tr>
<td>to photograph</td>
<td>фотографировать/с-</td>
</tr>
<tr>
<td>toilets</td>
<td>туалеты</td>
</tr>
<tr>
<td>token (metro)</td>
<td>жетон</td>
</tr>
<tr>
<td>tour</td>
<td>тур</td>
</tr>
<tr>
<td>tourism</td>
<td>туризм</td>
</tr>
<tr>
<td>tourist</td>
<td>турист</td>
</tr>
<tr>
<td>tourist (adjective)</td>
<td>туристический</td>
</tr>
<tr>
<td>tourist information office</td>
<td>туристическое бюро</td>
</tr>
<tr>
<td>town</td>
<td>город</td>
</tr>
<tr>
<td>town centre</td>
<td>центр города</td>
</tr>
<tr>
<td>train</td>
<td>поезд</td>
</tr>
<tr>
<td>tram</td>
<td>трамвай</td>
</tr>
<tr>
<td>travel agency</td>
<td>турагентство</td>
</tr>
<tr>
<td>trolleybus</td>
<td>троллейбус</td>
</tr>
<tr>
<td>underground railway</td>
<td>метро</td>
</tr>
<tr>
<td>underground station</td>
<td>станция метро</td>
</tr>
<tr>
<td>vacation</td>
<td>отпуск</td>
</tr>
<tr>
<td>view (over)</td>
<td>вид (на)</td>
</tr>
<tr>
<td>village</td>
<td>деревня</td>
</tr>
<tr>
<td>way out/exit</td>
<td>выход</td>
</tr>
<tr>
<td>welcome</td>
<td>добро пожаловать</td>
</tr>
<tr>
<td>window</td>
<td>окно</td>
</tr>
<tr>
<td>winter holidays</td>
<td>зимние каникулы</td>
</tr>
<tr>
<td>yard, courtyard</td>
<td>двор</td>
</tr>
<tr>
<td>youth hostel</td>
<td>молодежная гостиница</td>
</tr>
<tr>
<td>zoo</td>
<td>зоопарк</td>
</tr>
</tbody>
</table>
**Higher tier**

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

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

- sign
- silence
- single room
- situated
- ski resort
- skiing
- sleeping bag
- sleeping car (in a train)
- soap
- speed
- speed limit
- star
- summer camp
- ticket inspector
- timetable
- to add
- to enjoy
- to have time to
- to pack (cases)
- to represent
- to send (set off)
- to spend the night
- to unpack (cases)
- toothbrush
- toothpaste
- tower
- trade
- traffic
- traffic jam
- traffic lights
- travel
- traveller
- twin-bedded room
- waiting room
- walk, stroll
- wash basin
- winter holiday

Phrases associated with weather

Foundation tier

- bad
- climate
- cloudy
- cold
- degree (temperature)
- fog
- highest temperature
- hot
- in the east
- in the north

- знак
- тишина
- номер на одного
- расположенный
- лыжный курорт
- катание на лыжах
- спальный мешок
- спальный вагон
- мыло
- скорость
- ограничение скорости
- звезда
- летний лагерь
- контролёр
- расписание
- добавлять/добавить
- наслаждаться/насладиться
- успевать/успеть
- упаковывать/упаковать
- представлять/представить
- отправляться/отправить
- ночевать/переночевать
- распаковывать/распаковать
- туалетная бумага
- зубная щётка
- зубная паста
- башня
- торговля
- движение
- пробка
- светофор
- путешествие
- путешественник
- номер с двумя кроватями
- зал ожидания
- прогулка
- умывальник
- зимний отдых

- плохо
- климат
- облачный
- холодный
- градус
- туман
- максимальная температура
- жаркий
- на востоке
- на северее
**Foundation tier (cont)**

- in the south
- in the west
- it is chilly
- it is freezing
- it is raining
- it is snowing
- it is windy
- lowest temperature
- mist
- overcast
- rain
- snow
- storm
- sun
- sunny
- the sun is shining
- to be expected
- warm
- weather
- weather forecast
- wind

**Higher tier**

- average temperature
- bright
- changeable
- cloud
- downpours
- dry
- hail
- heat
- high temperature
- it is frosty
- it is lightning
- lightning
- low temperature
- misty
- sky
- thunder

**Asking for directions**

**Foundation tier**

- as far as
- far
- from here
- go
- go left
- go right
- high street/main street
- how do I get to?
- in a car

- до
- далеко
- отсюда
- идите
- идите налево
- идите направо
- главная улица
- как мне пройти?
- 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
e-mail 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
crime  преступление
crime, criminality  преступность
customer  покупатель,
customer service  обслуживание
default  вина
improvement  улучшение
instructions  инструкция
insurance  страхование
mistake  ошибка
progress  прогресс
quantity  количество
**Higher tier (cont)**

<table>
<thead>
<tr>
<th>English</th>
<th>Russian</th>
</tr>
</thead>
<tbody>
<tr>
<td>reduction</td>
<td>скидка</td>
</tr>
<tr>
<td>repair</td>
<td>ремонт</td>
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<tr>
<td>theft</td>
<td>кража</td>
</tr>
<tr>
<td>thief</td>
<td>вор</td>
</tr>
<tr>
<td>to bring back, take back</td>
<td>возвращать/вернуть</td>
</tr>
<tr>
<td>to complain</td>
<td>жаловаться/по-</td>
</tr>
<tr>
<td>to exchange</td>
<td>обменивать/обменять</td>
</tr>
<tr>
<td>to fine</td>
<td>штрафовать/о-</td>
</tr>
<tr>
<td>to guarantee</td>
<td>гарантировать</td>
</tr>
<tr>
<td>to insure</td>
<td>страхововать/за-</td>
</tr>
<tr>
<td>to pay</td>
<td>платить/за-</td>
</tr>
<tr>
<td>to repair</td>
<td>чинить/по-</td>
</tr>
<tr>
<td>to return/give back</td>
<td>отдавать/отдать обратно</td>
</tr>
<tr>
<td>wallet</td>
<td>бумажник</td>
</tr>
</tbody>
</table>

**School**

**Foundation tier**

<table>
<thead>
<tr>
<th>English</th>
<th>Russian</th>
</tr>
</thead>
<tbody>
<tr>
<td>answer</td>
<td>ответ</td>
</tr>
<tr>
<td>article</td>
<td>статья</td>
</tr>
<tr>
<td>art, drawing</td>
<td>рисование</td>
</tr>
<tr>
<td>beginning, start</td>
<td>начало</td>
</tr>
<tr>
<td>biology</td>
<td>биология</td>
</tr>
<tr>
<td>board (blackboard, whiteboard etc)</td>
<td>доска</td>
</tr>
<tr>
<td>book</td>
<td>книга</td>
</tr>
<tr>
<td>break</td>
<td>перерыв</td>
</tr>
<tr>
<td>business studies</td>
<td>бизнес</td>
</tr>
<tr>
<td>calculator</td>
<td>калькулятор</td>
</tr>
<tr>
<td>calendar</td>
<td>календарь</td>
</tr>
<tr>
<td>canteen</td>
<td>столовая</td>
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<tr>
<td>chemistry</td>
<td>химия</td>
</tr>
<tr>
<td>choir</td>
<td>хор</td>
</tr>
<tr>
<td>circle, club</td>
<td>клуб</td>
</tr>
<tr>
<td>class</td>
<td>класс</td>
</tr>
<tr>
<td>class test</td>
<td>тест</td>
</tr>
<tr>
<td>classroom</td>
<td>классная комната</td>
</tr>
<tr>
<td>copy</td>
<td>копия</td>
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<tr>
<td>corridor</td>
<td>коридор</td>
</tr>
<tr>
<td>cupboard</td>
<td>шкаф</td>
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<tr>
<td>desk</td>
<td>панель</td>
</tr>
<tr>
<td>dining room</td>
<td>столовая</td>
</tr>
<tr>
<td>drama (school subject)</td>
<td>театр</td>
</tr>
<tr>
<td>DT (design technology)</td>
<td>труд</td>
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<tr>
<td>English</td>
<td>английский язык</td>
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<tr>
<td>event (at school)</td>
<td>мероприятие (в школе)</td>
</tr>
<tr>
<td>examination</td>
<td>экзамен</td>
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<tr>
<td>exchange</td>
<td>обмен</td>
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<tr>
<td>exercise</td>
<td>упражнение</td>
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<tr>
<td>exercise book</td>
<td>тетрадь</td>
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<td>эксперимент</td>
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<tr>
<td>expert</td>
<td>эксперт</td>
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<tr>
<td>French</td>
<td>французский язык</td>
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<tr>
<td>future plans</td>
<td>планы на будущее</td>
</tr>
</tbody>
</table>
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
- stress
- student
- study
- subject
- success
- summer holidays
- team
- technology
- the future
- the past
- tie
- timetable
- type
- uniform
- year

**Higher tier**

- able
- art
- assessment
- attention
- ballpoint pen
- boarding school
- briefcase
- circle, club
- compulsory subject
- core subjects
- degree (university)
- dictionary
- discipline
- discussion
- do badly; fail an exam
- drama group, acting group
- economics, economy
- education
- essay
- exchange
- felt tip
- finishing/completing school
- foreign languages
- fountain pen
- glue
- hardworking
- headteacher
- kindergarten
- locker
- means, grade
- means, way
- meeting
- mixed
- optional (subject)
Higher tier (cont)

oral

pad of paper

page

parents’ evening

permission

pressure

primary school

private school

project

pronunciation

punishment

qualification

report

rule

school leaving certificate

school report

school textbook

science

scissors

secondary school

seminar

sharpener

shelf

sixth form

sociology

sports ground

staff room

state

strict

strong, good at (subject)

studies

successful

term

textbook

to agree (with) something

to calculate

to cancel (lessons)

to correct

to drop a subject

to improve

to pass (exam)

to pay attention

to practise

to pronounce

to repeat

to revise

to sit an exam

to skive/to skip/bunk lessons

to teach

to translate

to work hard

translation
### Higher tier (cont)

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

### Future aspirations, study and work

#### Foundation tier

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

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

**Higher tier**

<table>
<thead>
<tr>
<th>English Word</th>
<th>Russian Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>aim; goal</td>
<td>цель</td>
</tr>
<tr>
<td>ambition</td>
<td>амбиция</td>
</tr>
<tr>
<td>answerphone</td>
<td>автоответчик</td>
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<tr>
<td>artist</td>
<td>художник</td>
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<tr>
<td>badly paid</td>
<td>плохо оплачиваемый</td>
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<tr>
<td>charity</td>
<td>благотворительная организация</td>
</tr>
<tr>
<td>civil servant</td>
<td>госслужащий</td>
</tr>
<tr>
<td>conference</td>
<td>конференция</td>
</tr>
<tr>
<td>database</td>
<td>база данных</td>
</tr>
<tr>
<td>dream</td>
<td>мечта</td>
</tr>
</tbody>
</table>
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
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**

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

advantages
bear
cannabis
charity
climate (adjective)
coal
disadvantages
disaster
drinking water
drought
drugs
earthquake
economising
ecotourism
elephant
environment
fair trade
field
flood; flooding
genereal, common
global warming
hunger; famine
international
island
lack (of)
natural resources
pesticide
peace
plastic
pollution
poverty
protection
rights of man; human rights
rubbish
security
solar power
species
sports event
spying
starving
threat
to contaminate, pollute
to preserve
to protect, defend
to recycle
to save, economise
to save, rescue
to sort/separate (e.g. rubbish)
to stay in contact
to survive

преимущества
медведь
гашиш
благотворительная организация
климатический
уголь
недостатки
катастрофа
питьевая вода
засуха
наркотики
землетрясение
экономия
экотуризм
слон
окружающая среда
этическая торговля
поле
наводнение
общий
глобальное потепление
голод
международный
остров
недостаток
природные ресурсы
пестицид
мир
пластмасса
пластмассовый
загрязнение
нищета
охрана
права человека
мусор
безопасность
солнечная энергия
порода
спортивное мероприятие
шпионаж
голодоающий
угроза
загрязнять/загрязнить
сохранять/сохранить
защищать/защитить
перерабатывать/переработать
экономить/с-
спасть/спасти
сортировать/рас-
поддерживать/поддержать связь
выживать/выжить
**Higher tier (cont)**

<table>
<thead>
<tr>
<th>English</th>
<th>Russian</th>
</tr>
</thead>
<tbody>
<tr>
<td>to threaten</td>
<td>угрожать</td>
</tr>
<tr>
<td>volcano</td>
<td>вулкан</td>
</tr>
<tr>
<td>war</td>
<td>война</td>
</tr>
<tr>
<td>waste products</td>
<td>отходы</td>
</tr>
<tr>
<td>world(-wide)</td>
<td>мировой</td>
</tr>
</tbody>
</table>
Appendix 4: The context for the development of this qualification

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

We have developed and designed this qualification by:

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

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

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

• demanding, through internationally benchmarked standards, encouraging deep learning and measuring higher-order skills
• rigorous, through setting and maintaining standards over time, developing reliable and valid assessment tasks and processes, and generating confidence in end users of the knowledge, skills and competencies of certified students
• inclusive, through conceptualising learning as continuous, recognising that students develop at different rates and have different learning needs, and focusing on progression
• empowering, through promoting the development of transferable skills, see Appendix 5.
From Pearson’s Expert Panel for World Class Qualifications
May 2014

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

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

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

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

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

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

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

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

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

Bahram Bekhradnia
President, Higher Education Policy Institute

Professor Jonathan Osborne
Stanford University

Dame Sally Coates
Principal, Burlington Danes Academy

Professor Dr Ursula Renold
Federal Institute of Technology, Switzerland

Professor Robin Coningham
Pro-Vice Chancellor, University of Durham

Professor Bob Schwartz
Harvard Graduate School of Education

Dr Peter Hill
Former Chief Executive ACARA

All titles correct as at May 2014
Appendix 5: Transferable skills

The need for transferable skills

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

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

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

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

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

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

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

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

## Appendix 6: Codes

<table>
<thead>
<tr>
<th>Type of code</th>
<th>Use of code</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discount codes</td>
<td>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.</td>
<td>Please see the GOV.UK website*</td>
</tr>
<tr>
<td>Regulated Qualifications Framework (RQF) codes</td>
<td>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.</td>
<td>The QN for this qualification is: 603/1200/2</td>
</tr>
<tr>
<td>Subject codes</td>
<td>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.</td>
<td>GCSE – 1RU0</td>
</tr>
</tbody>
</table>
| 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 |

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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All information in this specification is correct at time of publication.

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