This draft qualification has not yet been accredited by Ofqual. It is published to enable teachers to have early sight of our proposed approach to Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Music (1MU0). Further changes may be required and no assurance can be given at this time that the proposed qualification will be made available in its current form, or that it will be accredited in time for first teaching in September 2016 and first award in 2018.

Specification
Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Turkish (1TU0)
First teaching from September 2018
First certification from June 2020
Summary of Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Turkish specification

Issue 2 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>Amendment to the administration of the speaking component (Paper 2):</td>
<td>14</td>
</tr>
<tr>
<td>The specification has been changed to inform the teacher that they may now gain access to the assessment materials three working days before the prescribed five week assessment period (rather than three working days before the first scheduled student assessment). The wording in bullet point 6 on page 14 has been changed to the following, (amended wording written in bold):</td>
<td></td>
</tr>
<tr>
<td>‘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’.</td>
<td></td>
</tr>
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</table>
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1 Introduction

Why choose Edexcel GCSE Turkish?

We believe languages should be accessible for all students. Our new Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Turkish 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.
- We will give you an editable course planner and scheme of work that you can adapt to suit your department.

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, led by Alistair Drewery, 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 Turkish 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 Turkish (*Paper code: 1TU0/1F and 1H)</th>
</tr>
</thead>
<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>
</tr>
<tr>
<td><strong>Higher tier:</strong> 45 minutes, including 5 minutes’ reading time; 50 marks</td>
</tr>
<tr>
<td><strong>25% of the total qualification</strong></td>
</tr>
<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 Turkish 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 Turkish speakers.</td>
</tr>
<tr>
<td>Students must answer all questions in both sections.</td>
</tr>
<tr>
<td>There is no requirement for students to produce written responses in Turkish.</td>
</tr>
<tr>
<td><strong>Foundation tier</strong></td>
</tr>
<tr>
<td>• Section A is set in English. The instructions to students are in English.</td>
</tr>
<tr>
<td>• Section B is set in Turkish. The instructions to students are in Turkish.</td>
</tr>
<tr>
<td><strong>Higher tier</strong></td>
</tr>
<tr>
<td>• Section A is set in Turkish. The instructions to students are in Turkish.</td>
</tr>
<tr>
<td>• Section B is set in English. The instructions to students are in English.</td>
</tr>
</tbody>
</table>

The listening audio files are available on our website.
### Paper 2: Speaking in Turkish (*Paper code: 1TU0/2F 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 Turkish for different purposes and in different settings.

There are three tasks which must be conducted in the following order:

- **Task 1** – a role play based on one topic that is allocated by Pearson
- **Task 2** – questions based on a picture stimulus based on one topic that is allocated by Pearson
- **Task 3** – conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is allocated by Pearson.

The assessments are conducted by teachers in one session within a prescribed assessment window, the recordings are then submitted to Pearson for external marking.

### Paper 3: Reading and understanding in Turkish (*Paper code: 1TU0/3F 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 Turkish 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 Turkish. The instructions to students are in Turkish
- **Section C** includes a translation passage from Turkish into English with instructions in English.
<table>
<thead>
<tr>
<th>Paper 4: Writing in Turkish (*Paper code: 1TU0/4F and 4H)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Written examination</strong></td>
</tr>
<tr>
<td><em>Foundation tier: 1 hour 15 minutes; 60 marks</em></td>
</tr>
<tr>
<td><em>Higher tier: 1 hour 25 minutes; 60 marks</em></td>
</tr>
<tr>
<td><strong>25% of the total qualification</strong></td>
</tr>
<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 ability to communicate effectively through writing in Turkish for different purposes and audiences. Students are required to produce responses of varying lengths and types to express ideas and opinions in Turkish. The instructions to students are in Turkish. 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 Turkish.</td>
</tr>
<tr>
<td><strong>Higher tier</strong> – two open-response questions and one translation into Turkish.</td>
</tr>
</tbody>
</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 Turkish allows students to develop their ability to communicate with Turkish native speakers in both speech and writing. Students will study a variety of contexts relevant to their age and interests and will also develop a greater awareness of the culture of Turkish-speaking communities and countries. These contexts are listed under Themes and topics.

Students will need to develop and use their knowledge and understanding of Turkish 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:

1. Identity and culture
2. Local area, holiday, travel
3. School
4. Future aspirations, study and work
5. 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 Turkish 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 Turkish-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 Turkish 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
Content

Students are assessed on their understanding of standard spoken Turkish 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 Turkish 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 Turkish-language speakers who will speak at a rate appropriate to the expected level of student understanding.
- The listening audio files are available on our website.
- 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 Turkish. The question type is multiple-response. The instructions to students are in Turkish.
- **Higher tier**
  - 45 minutes is given for the assessment, including 5 minutes’ reading time.
  - Section A contains two questions set in Turkish. The question type is multiple-response. The instructions to students are in Turkish.
  - 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 Turkish.
- 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 Turkish Sample Assessment Materials (SAMs)* document.
Paper 2: Speaking in Turkish

Content

Students are assessed on their ability to communicate and interact effectively through speaking in Turkish 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 Turkish.

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 Turkish Sample Assessment Materials (SAMs) document – Paper 2: Speaking in Turkish, 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 Turkish Sample Assessment Materials (SAMs) document – Paper 2: Speaking in Turkish, 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 tenses.
**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 Turkish Sample Assessment Materials (SAMs)* document – *Paper 2: Speaking in Turkish, 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.
Assessment information

General information

- First assessment: April/May 2020.
- The entire assessment must be conducted in Turkish.
- Students complete three tasks.
  - Task 1 – a role play based on one topic. This is allocated by Pearson at the time of assessment.
  - Task 2 – a task containing a picture and questions drawn from one topic. This is allocated by Pearson at the time of assessment.
  - Task 3 – conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is selected by the teacher from a choice of two themes allocated by Pearson.
- Task 1 is set in the register that the student is required to use.

At the time of assessment, Pearson will issue a prescribed order per student for their role play, picture-based task and two themes for the second part of the conversation. The teacher does not choose the order of the cards. Pearson will provide instructions on sequencing and a sequencing grid. For an example please see the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Turkish Sample Assessment Materials (SAMs) document – Paper 2: Speaking in Turkish, 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 Turkish for the duration of the assessment.
- Complete, unedited recordings of all assessments must be submitted to Pearson examiners for external marking on USB or CD.
- Each question is set in a context drawn from the topics. The assessment tasks will feature general content that is familiar and accessible to all students.
- Students must be permitted 12 minutes’ preparation time to consider the questions and stimulus cards for Tasks 1 and 2.
- Students are assessed on the quality of responses rather than length of assessment, however the assessment times are different to reflect the demand of each tier.
- All assessments are marked against assessment criteria, please see Marking Guidance for Paper 2.
- Centres must have procedures in place to verify the identity of all students at the time of the assessment and confirm this on the Candidate speaking examination record form (CS2) (see Appendix 1). Centres are required to submit to Pearson one completed CS2 form for all students for each tier.
- The use of dictionaries is not permitted during the preparation time or during the assessment.
**Foundation tier assessment time and marks**
- The total assessment for the three tasks is 7 to 9 minutes plus 12 minutes’ preparation time.
- The assessment is worth 70 marks.
- The assessment consists of the following three tasks, which must be conducted in the following order:
  - Task 1 – one role play recommended to last between one to one-and-a-half minutes for 10 marks
  - Task 2 – one picture-based task recommended to last between two-and-a-half to three minutes for 24 marks
  - Task 3 – a conversation recommended to last between three-and-a-half to four-and-a-half minutes for 36 marks.

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

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

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

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

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

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

**Task 1 – Role play**

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

**Teacher cards**

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

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

**Candidate cards**

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

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

Each candidate card contains instructions in English and the task is in Turkish. 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 or they may also use a conditional tense if it is more natural to do so.

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 or they may also use a conditional tense if it is more natural to do so 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 Turkish 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 Turkish 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 Turkish Sample Assessment Materials (SAMs)* document.

Marking guidance and assessment criteria are also provided in this document.
Marking guidance for Paper 2: Speaking in Turkish

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 Turkish 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; informal greetings, endearments and forms of address. Informal register also requires the use of informal structures when using, for example, verbs and possessive adjectives.

**Formal register:** includes language that students would use with adults, for example teachers, employers, customers, officials, in a formal context. It includes avoidance of slang, over-familiar language, exaggeration and endearments. It also includes the use of formal greetings and forms of address where appropriate. 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>
<th>Descriptor</th>
</tr>
</thead>
<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>
</tr>
</thead>
<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 using the locative, dative, ablative cases  
- 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 time expressions and the verb endings  
- 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 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 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>
<th>Descriptor</th>
</tr>
</thead>
<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>
<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>
| 1–3  | - 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>
<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>● Uses straightforward, individual words/phrases; limited evidence of language manipulation  &lt;br&gt;● Limited accuracy, minimal success when referring to past, present and future events  &lt;br&gt;● Individual words and phrases are coherent; high frequency of errors prevent meaning throughout much of the conversation</td>
</tr>
<tr>
<td>4–6</td>
<td>● Uses straightforward, repetitive, grammatical structures  &lt;br&gt;● Occasionally accurate grammatical structures, occasional success when referring to present events, limited success when referring to future or past events, much ambiguity  &lt;br&gt;● Some coherent phrases and sentences; regular errors prevent coherent overall speech and frequently prevent meaning</td>
</tr>
<tr>
<td>7–9</td>
<td>● Manipulates a limited variety of mainly straightforward grammatical structures, minimal use of complex structures  &lt;br&gt;● Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity  &lt;br&gt;● Sequences of coherent speech although errors occur that often hinder clarity of communication and occasionally prevent meaning being conveyed</td>
</tr>
<tr>
<td>10–12</td>
<td>● Manipulates grammatical structures with occasional variation, complex structures used but repetitive  &lt;br&gt;● Generally accurate grammatical structures, generally successful references to past, present and future events  &lt;br&gt;● Generally coherent speech although errors occur that sometimes hinder clarity of communication</td>
</tr>
</tbody>
</table>

### 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 using the locative, dative, ablative cases
- 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 time expressions and the verb endings
- 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 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 – 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>
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<tbody>
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<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 Turkish 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; informal greetings, endearments and forms of address. Informal register also requires the use of informal structures when using, for example, verbs and possessive adjectives.

**Formal register**: includes language that students would use with adults, for example teachers, employers, customers, officials, in a formal context. It includes avoidance of slang, over-familiar language, exaggeration and endearments. It also includes the use of formal greetings and forms of address where appropriate. 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>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<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>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
<tr>
<td>1–2</td>
<td>* Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguity*&lt;br&gt;<em>Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed</em></td>
</tr>
<tr>
<td>3–4</td>
<td><em>Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguity</em>&lt;br&gt;<em>Responses are generally coherent although errors occur that occasionally hinder clarity of communication</em></td>
</tr>
<tr>
<td>5–6</td>
<td><em>Predominantly accurate grammatical structures, mostly successful references to past, present and future events in response to the set questions</em>&lt;br&gt;<em>Responses are predominantly coherent, errors occur but they rarely hinder clarity of communication</em></td>
</tr>
<tr>
<td>7–8</td>
<td><em>Consistently accurate grammatical structures, successful references to past, present and future events in response to the set questions</em>&lt;br&gt;<em>Responses are coherent, any errors do not hinder the clarity of the communication</em></td>
</tr>
</tbody>
</table>

### 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 using the locative, dative, ablative cases
- 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 time expressions and the verb endings
- 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 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 – 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>
<th>Mark</th>
<th>Descriptor</th>
</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>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</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>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<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 using the locative, dative, ablative cases
- 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 time expressions and the verb endings  
- 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 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.
Paper 3: Reading and understanding in Turkish

Content

Students are assessed on their understanding of written Turkish 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 Turkish 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 Turkish 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 Turkish-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 Turkish 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 Turkish. The instructions to students are in Turkish:
  - 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 Turkish 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 Turkish Sample Assessment Materials (SAMs) document.
**Paper 4: Writing in Turkish**

**Content**

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

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**

- 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 Turkish.
- 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 Turkish.
- All assessments are marked against assessment criteria, please see *Marking guidance for Paper 4: Writing in Turkish*.
- The instructions to students are all in Turkish.
- The use of dictionaries is not permitted.
● **Foundation tier**
  
  o The assessment time is 1 hour and 15 minutes in length.
  
  o The paper consists of three open questions and one translation from English into Turkish.
  
  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 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 Turkish*.
  
  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 Turkish*. 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 Turkish. 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 Turkish.
  
  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 Turkish*. 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 Turkish*.
  
  o Question 3 is the translation question. Students are required to translate a short paragraph from English into Turkish. 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 Turkish Sample Assessment Materials (SAMs)* document.

Marking guidance and assessment criteria are also provided in this document.
Marking guidance for Paper 4: Writing in Turkish

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 20–30 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>
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<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
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</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

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<tbody>
<tr>
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<td>No rewardable material</td>
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</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 using the locative, dative, ablative cases
- 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 time expressions and the verb endings
- 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 40–50 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

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

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<tbody>
<tr>
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<td>No rewardable material</td>
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</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 using the locative, dative, ablative cases
- 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 time expressions and the verb endings
- 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 80–90 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

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<tr>
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<td>No rewardable material</td>
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</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

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| 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 using the locative, dative, ablative cases
- 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 time expressions and the verb endings
- 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.

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<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
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<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.

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<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&lt;br&gt;● 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&lt;br&gt;● 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 using the locative, dative, ablative cases
- 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 time expressions and the verb endings
- 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 80–90 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

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</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 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

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<td>No rewardable material</td>
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</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 using the locative, dative, ablative cases  
- 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 time expressions and the verb endings  
- 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 130–150 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

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–4  | - 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

<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  | - 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 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 using the locative, dative, ablative cases
- 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 time expressions and the verb endings
- 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 – Higher tier (12 marks)

Translation mark grid

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

<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  | • 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 using the locative, dative, ablative cases
- 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 time expressions and the verb endings
- 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>AO2</th>
<th>AO3</th>
<th>AO4</th>
<th>% in GCSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening – understand and respond to different types of spoken language</td>
<td>Speaking – communicate and interact effectively in speech</td>
<td>Reading – understand and respond to different types of written language</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>AO1 %</th>
<th>AO2 %</th>
<th>AO3 %</th>
<th>AO4 %</th>
<th>Total for all Assessment Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1: Listening and understanding in Turkish</td>
<td>25</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>25%</td>
</tr>
<tr>
<td>Paper 2: Speaking in Turkish</td>
<td>0</td>
<td>25</td>
<td>0</td>
<td>0</td>
<td>25%</td>
</tr>
<tr>
<td>Paper 3: Reading and understanding in Turkish</td>
<td>0</td>
<td>0</td>
<td>25</td>
<td>0</td>
<td>25%</td>
</tr>
<tr>
<td>Paper 4: Writing in Turkish</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>25</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Total for GCSE</strong></td>
<td><strong>25%</strong></td>
<td><strong>25%</strong></td>
<td><strong>25%</strong></td>
<td><strong>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 Turkish 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 Turkish. 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.

<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>
<td>25%</td>
<td>50</td>
<td>1.400</td>
<td>70</td>
</tr>
<tr>
<td>2</td>
<td>25%</td>
<td>70</td>
<td>1.000</td>
<td>70</td>
</tr>
<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 2020.

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 Turkish 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 AS and GCE A Level in Turkish. 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 Turkish-speaking countries and their cultures.
Appendices

Appendix 1: Candidate speaking examination record form (CS2) 71
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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 Turkish</th>
<th>1TU0: 2F/2H* (*Please delete as appropriate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centre name:</td>
<td>Centre number:</td>
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</tbody>
</table>

<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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
<tr>
<td>Teacher name</td>
<td>Declaration and permissions signature and date*</td>
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<td></td>
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</tr>
</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 Turkish 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) receptive knowledge only is required.

Turkish (Foundation tier)

Nouns
Types of nouns
- Proper noun: İstanbul, Kemal...
- Common noun: insan, hayvan, bitki...
- Concrete noun: masa, kız...
- Abstract noun: bağımsızlık, özgürlük...
- Singular noun: kalem, dolap...
- Plural noun: kuzular, bebekler...
- Collective nouns: sürü, alay
- Diminutive nouns: kızçağız, evceğiz

Cases of nouns
- Nominative: ev
- Accusative (objective case): evi
- Dative: eve
- Locative: evde
- Ablative: evden
- Possessive (genitive) case (of) evin

Construction of nouns
- Simple noun: oda, kitap
- Derived noun: başlık, başkanlık
- Compound noun: balıkadam, devetabanı

Pronouns
- Personal pronoun: ben, sen, o...
- Reflective pronoun: kendi, kendin...
- Demonstrative pronoun: bu, şu, bunlar...
- Indefinite pronoun: kimseye, hiçbirine...
- Interrogative pronoun: kim, ne, nereye...
- Possessive pronoun: benim, benimki

Pronoun suffixes
- Possessive suffix: benim, kitabinizi...
- Personal suffix: geldim, gelmişim, gideyim, gitsin...
- Pronominal suffix: ondaki, seninki...
Adjectives

1. Qualificative (defining) adjectives: uzun, kısa, zengin...

2. Determinative adjectives
   - Demonstrative adjective: bu, şu, o...
   - Interrogative adjective: kaç, ne kadar, hangi...
   - Numeral adjective: iki, birer, birinci, yüzde bir...
   - Indefinite (nondefining) adjective: birçok, birkaç...

3. Construction of adjectives
   - Simple adjective: beyaz, uzun...
   - Compound adjective: yurtsever, zeytinyağlı, açıkgöz...
   - Derived adjective: kuvvetli, çalışan, köl Buckley...
   - Intensive adjective: bembeyaz, kıpkırmızı, beyaz beyaz...
   - Multiplex adjective: şekerli, pişmiş
   - Position and order: birinci, ikinci

Comparative adjectives: daha, daha çok
Superlative adjectives: en güzel

Adverbs

- Adverb of manner: birdenbire, böyle, şöyle
- Adverb of place: ileri, dışarı...
- Adverb of quality: istemeye istemeye uyudu, tertemiz, mutlaka...
- Adverb of quantity: az, çok...
- Adverb of time: bugün, yazın...

Construction of adverbs

- Simple adverb: iyi, dün...
- Compound adverb: akşamüstü, ilkönce...
- Repetitive adverb: sabah sabah
- Interrogative adverb: niçin?, neden?...
- Derived adverb: ilkin, sabahleyin
- Comparative adverbs: kadar, gibi
- Superlative adverbs: en, daha

Particles

gibi, için, kadar, ile, -a ait, -a doğru, -e göre, -in için, -den başka...

Conjunction

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

Interjection

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

Indicative
- Past definite: aldım...
- Past indefinite: almışım...
- Present continuous: alıyorum...
- Simple Present: alırım...
- Future: alacağım...

Subjunctive
- Optative: alayıım...
- Desiderative: alsam...
- Necessitative: almalıyım...
- Imperative: ailsın, almalıdır...

Compound tense
geldiydim (R), gelmiştim, geliyordum, gelirdim, gelecektim, gelmeliydim...

Conditional
gelseydim, gelirsem, gelsem, geledim

Voice
- Active verb: gelmek, gitmek...
- Passive verb: sevilmek, alınmak...
- Reciprocal verb (R): koşuşmayın, dövüşmüşler...
- Reflexive verb: yıkanmak, sevinmek...
**Turkish (Higher tier)**

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

**Verbs**

**Conditional**
geldiysem, gelmişsem, geliyorsam, gelirsem, geleceksem, gelmeliysem...

**Accelerative verbs**
getirirvermek, götürüvermek

**Continuative verbs**
uyuyakalmak, bakakalmak

**Causative verbs**
güldürmek, dinletmek

**Verbalia**
- Infinitive: aldırmak, gitme zamanı, yerleşmeye, gidişine...
- Participle: -acak/-ecek (yakacak odun/görecek gün), -miş (susmuş çocuğ), -an/-en (kırılan bacağım/gelen adam), -maz/-mez (utanmaz adam/tükenmez kalem) ... 
- Gerund: -a (on kala uyanırım), (-açığa yerde), - eli beri... sessizce... koşarak, görünce
- Since: -li beri, -ilden beri
- Rather than - mektense – maktansa
- Unless: -dikçe, -dükçe

**Narrative**
gittişim, gidiyormuşum, gidermişim, gidecekmışiz, gitmeliyismi, gidemiyismi, gitseyismi

**Voice**
- Factitive verb: açtırmak, diktirmek, okutturmak...
- Participle: aşı (eli kırılasıca), - dik (tanıdık yüz)
- Gerund: -a... (-e... -e) (Kendini öve öve bitiremiyor), -acağına (Perhiz yapacağına ne bulsa yiyor.) Hasta olduğunu halde okula gitti. Evleni evleneli buraya gelmez oldu. Odanı istediğini biçimde düzeltbilirsin.
- Anacoluthon (R): ağır ağır çıkacaksin bu merdivenlerden...
- Parenthesis sentence: isterse, ummam ya, sana yardım edebilir...
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 Turkish.

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 Turkish 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**

<table>
<thead>
<tr>
<th>English</th>
<th>Turkish</th>
</tr>
</thead>
<tbody>
<tr>
<td>to accept</td>
<td>kabul etmek</td>
</tr>
<tr>
<td>to adore</td>
<td>hayran olmak</td>
</tr>
<tr>
<td>to agree, accept</td>
<td>aynı fikirde olmak, kabul etmek</td>
</tr>
<tr>
<td>to apply (for)</td>
<td>başvurmak</td>
</tr>
<tr>
<td>to argue</td>
<td>tartışmak</td>
</tr>
<tr>
<td>to ask</td>
<td>sormak</td>
</tr>
<tr>
<td>to ask (for something)</td>
<td>bir şey istemek</td>
</tr>
<tr>
<td>to attach</td>
<td>ilişirmek, eklemek</td>
</tr>
<tr>
<td>to avoid</td>
<td>kaçınmak, önlemek</td>
</tr>
<tr>
<td>to babysit</td>
<td>bebek bakmak</td>
</tr>
<tr>
<td>to bath</td>
<td>banyo yapmak</td>
</tr>
<tr>
<td>to be born</td>
<td>doğmak</td>
</tr>
<tr>
<td>to be called</td>
<td>isimlendirilmek, adlandırılmak</td>
</tr>
<tr>
<td>to be ill; to hurt</td>
<td>hasta olmak; acıtmak, acıtmak, yaralamak</td>
</tr>
<tr>
<td>to be in a good/bad mood</td>
<td>iyi/kötü ruh halinde olmak</td>
</tr>
<tr>
<td>to be in form</td>
<td>formunda olmak</td>
</tr>
<tr>
<td>to be interested in</td>
<td>ilgilenmek</td>
</tr>
<tr>
<td>to be missing</td>
<td>özlemek</td>
</tr>
<tr>
<td>to be situated</td>
<td>yer almak</td>
</tr>
<tr>
<td>to become</td>
<td>haline gelmek, olmak</td>
</tr>
<tr>
<td>to believe</td>
<td>inanmak</td>
</tr>
<tr>
<td>to be used to</td>
<td>alışmak</td>
</tr>
<tr>
<td>to book</td>
<td>satın almak</td>
</tr>
<tr>
<td>to bring back; to take back</td>
<td>geri getirmek; geri almak</td>
</tr>
<tr>
<td>to build</td>
<td>inşaat etmek</td>
</tr>
<tr>
<td>to buy</td>
<td>satın almak</td>
</tr>
<tr>
<td>to calculate</td>
<td>hesaplamak</td>
</tr>
<tr>
<td>to cancel</td>
<td>iptal etmek</td>
</tr>
<tr>
<td>to carry</td>
<td>taşımak</td>
</tr>
<tr>
<td>to celebrate</td>
<td>kutlamak</td>
</tr>
<tr>
<td>to change (train, bus etc.)</td>
<td>aktarma yapmak</td>
</tr>
<tr>
<td>to chat</td>
<td>sohbet etmek</td>
</tr>
<tr>
<td>to check</td>
<td>kontrol etmek</td>
</tr>
<tr>
<td>to choose</td>
<td>seçmek</td>
</tr>
<tr>
<td>to clean</td>
<td>temizlemek</td>
</tr>
<tr>
<td>to clear away</td>
<td>kaldırıp götürmek</td>
</tr>
<tr>
<td>to click (ict)</td>
<td>tıklamak</td>
</tr>
<tr>
<td>to climb</td>
<td>tırmanmak</td>
</tr>
<tr>
<td>to close</td>
<td>kapatmak</td>
</tr>
<tr>
<td>to collect</td>
<td>toplamak, biriktirmek</td>
</tr>
<tr>
<td>to come</td>
<td>gelmek</td>
</tr>
<tr>
<td>to comment</td>
<td>yorum yapmak</td>
</tr>
<tr>
<td>to complain</td>
<td>şikayet etmek</td>
</tr>
<tr>
<td>to congratulate</td>
<td>tebrik etmek</td>
</tr>
<tr>
<td>to consider</td>
<td>dikkate almak, hesaba katmak</td>
</tr>
<tr>
<td>to contact</td>
<td>temas etmek, bağlantı kurmak</td>
</tr>
<tr>
<td>to continue/carry on</td>
<td>devam etmek, sürdürmek, sürmek</td>
</tr>
<tr>
<td>to convince</td>
<td>iktana gelmek</td>
</tr>
<tr>
<td>to cook</td>
<td>pişirmek</td>
</tr>
<tr>
<td>to copy</td>
<td>kopyalamak</td>
</tr>
<tr>
<td>to correct</td>
<td>yanlış düzeltmek</td>
</tr>
</tbody>
</table>
Common verbs (continued)

to cost       değerinde olmak, mal olmak
to cross, go across  karşıya geçmek
to cry         ağlamak
to cut         kesmek
to dance       dans etmek, oynamak
to decide      karar vermek
to deny        inkar etmek, yalanlamak
                ayrılmak, yola çıkmak
to depart      tasvir etmek, tanımlamak, betimlemek, anlatmak
                ölmek
to describe   tartışmak, görüşmek, müzakere etmek
                yapmak
                kurs yapmak
                temizlik yapmak
                cimnastik yapmak
                spor yapmak
                bulaşık yıkamak
                indirme (bilgisayar)
                hayal etmek, rüya görmek
                çizmek
                içmek
                sürmek
                uğraşmak
                toz almak
                para kazanmak
                yemek yemek
                etkinleştirme
                bitmek
                hoşça gitmek, eğlencemek, zevk almak, hoşlanmak
                giriş yapmak, girmek
                silmek
                değiştirme, bozdurmak
                açıklamak
                başarlamamak, başarısız olmak
                düşünmek
                uykuya dalmak, uyuşma kalmak
                beslemek, doyurmak, bakmak, büyümek
                hissetmek
                doldurmak
                bulmak
                öğrenmek, keşfetmek
                ceza kesmek/yazmak
                bitirmek
                balık tutmak / balık tutmaya gitmek
                sighmak
                uçmak
                takip etmek
                unutmak
                affetmek
Common verbs (continued)

to gather
to get angry
to get dressed
to get in/on (bus, car, train)
to get off (bus, car, train)
to get undressed
to get up
to give
to give back
to go
to go down
to go for a walk
to go out
to go shopping
to go to bed
to go up
to grow
to guarantee
to hang (e.g something on the wall)
to harm/damage
to hate
to have a picnic
to have breakfast
to have lunch
to have dinner/supper
to hear
to help
to hesitate
to hike
to hire
to hit
to hold
to hope
to hurry
to improve
to inform
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 learn
to leave
to leave (behind)
to plan

toplanmak
kizmak
giyinmek
bir araca binmek (otobüs, araba, tren)
aranın inmek (otobüs, araba, tren)
giysileri üzerinden çıkarmak, soyunmak
culkan
vermek
geri vermek
gitmek
aşağıya doğru gitmek/inmek
yürüyüşe çıkmak
dışarı gitmek
alışverişe gitmek
yatağa, yatmaya gitmek
yukarı çıkmak
büyümek, yetişmek
garanti etmek, güvence vermek
(örn. bir şeyi duvara) asmak
zarar vermek
nefret etmek
piknik yapmak
kahvaltı yapmak
ögle yemeği yemek
akşam yemeği yemek
duymak
yardım etmek
çekinmek
uzun yürüyüş yapmak
kiralamak
vurmak
tutmak
umut etmek
acele etmek
gelişmek, ilerlemek
bildirmek, bilgilendirmek
niyet etmek, kastetmek
ilgilendirmek
birini tanıtımak/tanıştırmak
davet etmek, çağırılmak
ütülemek
atlamak
doğrulamak, haklı çıkarmak, savunmak
vurmak, kapı çalmak
çarpmak, çarpar devirmek
bilmek
nasıl yapıldığını bilmek
konmak, (havadan) yere inmek
sürmek (zaman), devam etmek, dayanmak
gülmek
öğrenmek
terk etmek, ayrılmak
bir şeyi bir yerde unutup gitmek
Common verbs (continued)

to lie | yalan söylemek

to lie down | uzanmak

to light, turn/switch on | ışığı yakmak, bir aleti çalıştırılmak

to like | beğenmek

to listen | dinlemek

to live | yaşamak

to look after/mind (child, dog) | birine (bir çocuk, yaşlıya) bakmak

to look for | aramak

to lose | kaybetmek

to love | sevmek

to manage (business) | (bir işi) yönetmek, idare etmek

to mean/to signify | ifade etmek, anlamına gelmek

to meet | buluşmak, tanışmak

to miss (appointment, train etc) | kaçırmak, yetişememek (randevu, tren vs.)

to move house | taşınmak

to notice | fark etmek

to offer | teklif etmek

to open | açmak

to order | sipariş vermek

to organise | düzenlemek

to pack (cases) | bavul toplamak, hazırlamak

to park | arabayi park etmek

to participate, to join in | katılmak

to pass | geçmek

to pay | ödemek

to pay attention | dikkat etmek

to phone | telefon etmek

to play | oynamak

to play cards | iskambil oynamak

to play chess | satranç oynamak

to pop in/go in | uğramak, içeri girmek

to possess | sahip olmak

to practise | uygulamak, pratik yapmak

to prefer | tercih etmek

to present | takdim etmek, sunmak

to prevent | önlemek

to print out | yazdirmak

to produce | üretmek

to pronounce | telaffuz etmek

to protect | korumak

to put | koymak

to put back | geri koymak

to read | okumak

to receive | almak (gönderilen birşeyi)

to recommend | tavsiye etmek, önermek

to recycle | geri dönüştürmek

to refund | geri ödemenek

to regret, be sorry | pişman olmak, üzgün olmak

to remain | kalmak, durmak, olduğu gibi durmak
Common verbs (continued)

to remember
hatırlamak, anımsamak
to repair
tamir etmek, onarmak
to repeat
tekrarlamak
to replace
yenisiliyle değiştirmek, yerini almak
to reply
cevap/yanıt vermek
to research
araştırma yapmak
to reserve
yer ayırtmak
to rest
dinlenmek
to return; to go back
geri dönmek/gitmek
to revise
tekrarlamak, gözden geçirmek
to ride (a bicycle, motorcycle)
türmek
atı sürmek, atayı binmek
to ring (a bell)
(zil) çalmak
kurek çekmek
koşmak
to sail
yelken açılmak
baktırılmak, saklamak, kurtarmak
to say
söylemek
to see
görmek
to seem
görünmek
to sell
satmak
to send
 gönderilmek
hizmet etmek, servis yapmak
to set the table
sofrayı kurmak
(to share
paylaşmak
to show
 göstermek
imzalamak
şarkı söylemek
oturmak
sinava girmek
to skate
paten kaymak
kaymak, kayak yapmak
okuldan kaçmak/ okulu kırınmak
uyumak
to sleep
kokmak
to smell
gülümsemek
sigara içmek, fümelemek
sosyalleşmek
(bir problemi) çözmek
(örn. çöp) ayırmak, aynıştırmak
konusmak
(para) harcamak
konusmak
(zaman) geçirmek
yaymak, yayılmak
ayakta durmak
ayaga kalkmak
çalmak
durmak, durdurmak
daşlamak, yürüşüşe çıkmak
(ders) çalışmak
önermek
güneşlenmek, güneş banyosu yapmak
desteklemek

to socialise


to solve (a problem)


to sort/separate (e.g. rubbish)


to speak


to spend (money)


to spend (time)


to spread


to stand


to stand up


to steal


to stop


to stroll, go for a walk


to study (a subject)


to suggest


to sunbathe


to support

Common verbs (continued)

to surf the net
internette dolaşmak

to swim
yüzmek

to switch off
(elektriği) söndürmek, kapatmak

to take
almak

to take off (clothes etc)
üstünden (giysileri vs.) çıkarmak

to take off (plane)
tatmak, tadına bakmak

to teach
öğretmek

to telephone
telefon etmek

to tell/recount
anlatmak, hikâye etmek, yeniden saymak

to tell/to say
anlatmak, söylemek

to think (about)
(bir şey hakkında) düşünmek

to throw
firlatmak, atmak

to throw away
atmak

to tidy
toplamak, düzenlemek

to touch
dokunmak

to train
eğitim almak

to translate
tercüme etmek

to travel
seyahat etmek, yolculuk yapmak

to try
denemek, uğraşamak

to type
yazmak

to understand
anlamak

to unpack (a case)
bavulu boşaltmak

to upload
uzaktan bilgisayara yüklemek

to use
kullanmak

to vacuum
elektrik süpürgesiyle süpürmek

to visit (place, person)
(bir yeri, birini) ziyaret etmek

to volunteer
gönüllü olmak

to wait for
beklemek

to wake up
uyanmak

to walk
yürümek

to want
istemek

to warn
uyarmak

to wash
yıkamak

to wash (clothes)
çamaşır yıkamak

to watch
izlemek, gözlemek

to water
sulamak

to wear
 giymek

to weigh (have weight)
kiloda olmak

to weigh (something)
(bir şeyi) tartmak

to weight
ağrılık yapmak, ağırlığı olmak

to whisper
fısıldamak

to win
kazanmak

to wish
istemek, dilemek

to work
çalışmak

to write
yazmak
Common adjectives

active
alike; the same
any sort of
bad
better
big, large
boring
cheap
clean
complicated
cosy
crowded
dangerous
dark (colour)
dirty
dirty
entertaining
every
excellent
exciting
expensive
fair (just)
famous
fashionable
fast
fat
favourite
foreign
former
fortunate
free (at no cost)
free (unoccupied, available)
friendly
frightening
full
fun; amusing
funny (comical)
generous
good
good (well behaved)
grateful
great
happy
hard (not soft)
hard (difficult)
hardworking
harmful
healthy (food/way of life)
heavy
high; tall (building)
honest
hot
huge

hareketli, etken
benzer
herhangi bir çeşit
kötü
da daha iyi
büyük, geniş
sıkıcı
ucuz
temiz
karışık, karmaşık
rahat, sıcak, samimi
kalabalık
tehtilikli
koyu (renk)
kirli
kolay
eğlendirici
her
mükemmel
heyecanlı
pahalı
adil
ünü, meşhur
moda
hızlı
şişman
favori, en çok beğenilen
yabancı
önceki
şanslı
bedava
boş, kullanılmayan
arkadaş canlısı, arkadaşça
korkutucu
dolu
eğlenceli
komik
çoştı
iyi
terbiyeli
minnettar
harika
mutlu
sert (yumuşak olmayan)
zor
çalışkan
zararlı
sağlıklı (yiyenecek/ yaşam tarzı)
ağır
yüksek (bina)
dürüst
sıcak
büyük, kocaman
### Common adjectives (continued)

<table>
<thead>
<tr>
<th>English</th>
<th>Turkish</th>
</tr>
</thead>
<tbody>
<tr>
<td>ideal</td>
<td>ideal, ülki, mükemmel</td>
</tr>
<tr>
<td>ill</td>
<td>hasta</td>
</tr>
<tr>
<td>important</td>
<td>önemli</td>
</tr>
<tr>
<td>in a good mood</td>
<td>keyifli, neşeli</td>
</tr>
<tr>
<td>independent</td>
<td>bağımsız</td>
</tr>
<tr>
<td>intelligent; clever</td>
<td>zeki, akıllı</td>
</tr>
<tr>
<td>interesting</td>
<td>ilginç</td>
</tr>
<tr>
<td>jolly, happy</td>
<td>neşeli, mutlu</td>
</tr>
<tr>
<td>kind</td>
<td>çeşitli</td>
</tr>
<tr>
<td>last</td>
<td>son, geçen</td>
</tr>
<tr>
<td>lazy</td>
<td>tembel</td>
</tr>
<tr>
<td>light (colour)</td>
<td>açık (renk)</td>
</tr>
<tr>
<td>light (weight)</td>
<td>hafif</td>
</tr>
<tr>
<td>long</td>
<td>uzun</td>
</tr>
<tr>
<td>lost</td>
<td>kayıp</td>
</tr>
<tr>
<td>loud</td>
<td>yüksek (ses)</td>
</tr>
<tr>
<td>magnificent</td>
<td>muhteşem</td>
</tr>
<tr>
<td>main</td>
<td>ana</td>
</tr>
<tr>
<td>marvellous</td>
<td>harika</td>
</tr>
<tr>
<td>modern</td>
<td>modern, çağdaş</td>
</tr>
<tr>
<td>narrow</td>
<td>dar</td>
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<td>naughty</td>
<td>yaramaz</td>
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<tr>
<td>necessary, needed</td>
<td>gerekli, lüzumlu</td>
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<tr>
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<tr>
<td>nice; likeable</td>
<td>hoş, sevilen</td>
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<td>daha yaşlı</td>
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<td>old (former)</td>
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<td>old fashioned</td>
<td>modası geçmiş</td>
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<td>pleased</td>
<td>memnun</td>
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<td>kibar (kaba)</td>
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<td>poor</td>
<td>fakir</td>
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<td>güvenilir</td>
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<td>kısa boylu (kişi)</td>
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<td>situated</td>
<td>yerleşmeşi, bulunan</td>
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<tr>
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<td>yavaş</td>
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<td>küçük</td>
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<td>strange</td>
<td>garip, tuhaf</td>
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<td>sert, titiz</td>
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<td>strong</td>
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<td>berbat</td>
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<tr>
<td>thin, slim</td>
<td>ince, zayif</td>
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<td>tired</td>
<td>yorgun</td>
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<td>traditional</td>
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<td>tipik</td>
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<td>ugly</td>
<td>çirkin</td>
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<td>haksız, adaletsiz</td>
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<td>değerli</td>
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<td>various</td>
<td>çeşitli</td>
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<tr>
<td>weak</td>
<td>zayıf</td>
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<tr>
<td>well known, famous</td>
<td>tanımlı ünlü</td>
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<td>ıslak</td>
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<td>wise</td>
<td>akıllı, tedbirli, bilge, tecrübeli</td>
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<td>harika</td>
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<tr>
<td>worse</td>
<td>daha kötü</td>
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<tr>
<td>young</td>
<td>genç</td>
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<tr>
<td>younger</td>
<td>daha genç</td>
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</tbody>
</table>
Common adverbs

(for) a long time
again
almost
already
also
always
approximately
badly
better
cheap(ly)
completely
constantly/continuously
down (there)
earlier
early
especially
everywhere
fairly; quite
fortunately/(un-)
hardly
here
inexpensive(ly)
later
loud(ly)
ever
normally
not yet
nowhere
often
only, just
over there
perhaps
possibly
quick(ly)
rarely
rather
recently
regularly
similarly
simply
slowly
sometimes
somewhere
soon
still
straight away
there
together
too
up (there)
usually
very
well
worse
**Prepositions**
about  
after  
among  
around  
at  
at (someone's house)  
at the back  
because of  
before  
behind  
between  
far from  
from  
in  
in front of  
in the background  
in the foreground  
in the middle (of)  
near (to)  
next to  
on  
onto  
opposite  
outside  
through  
to  
towards  
der  
der to  
der under  
der until  
der with  

**Colours**
black  
blue (dark)  
blue (light)  
brown  
chestnut brown  
dark  
green  
grey  
grey (hair)  
light  
orange  
pink  
purple  
red  
red (hair)  
white  
yellow

hakkında  
sonra  
arasında  
etrafında, yaklaşık  
-de, -da  
(birisinin evin)-de  
arkada  
nedeniyle/sebebiyle, yüzünden  
önce  
arasında  
-arasında  
-den uzakta  
-den -dan  
icinde  
onünde  
arık planda  
on planda  
-nin ortasında  
yanında, yakınında, -e yakın  
bitişiğinde  
üstünde; -de, -da  
üstüne, üstünde  
karşısında, karşıt, zit  
dışanda  
boyunca, içinden, bir yanından öbür yanına  
-e,-a/-ye,-ya  
-e doğru  
-altında  
-e kadar  
ile  
siyan  
lacivert, koyu mavi  
açık mavi  
kahverengi  
kestane rengi  
koyu  
yeşil  
gri  
kır (saç)  
öçak  
 turuncu, portakal rengi  
pembe  
mor, eflatun  
kırmızı  
kızıl  
beyaz  
sarı
### Numbers

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<td>26</td>
<td>yirmi altı</td>
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<td>yirmi yedi</td>
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<td>yirmi sekiz</td>
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<td>30</td>
<td>otuz</td>
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<td>otuz iki vs.</td>
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<td>iki milyon</td>
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<tr>
<td>1.000.000.000</td>
<td>bir milyar</td>
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</table>
### Ordinal numbers

- **first**  
  birinci
- **second**  
  ikinci
- **third**  
  üçüncü
- **fourth**  
  dördüncü
- **fifth**  
  beşinci
- **sixth**  
 -altinci
- **seventh**  
  yedinci
- **eighth**  
  sekizinci
- **ninth**  
  dokuzuncu
- **tenth**  
  onuncu
- **eleventh**  
  onbirinci
- **twelfth**  
  yirmi birinci

### Quantities and measures

- **a bottle**  
  bir şişe
- **a box**  
  bir kutu
- **a few**  
  bir kaç, tane
- **a jar**  
  bir kavanoz
- **a kilo**  
  bir kilo
- **a litre**  
  bir litre
- **a little**  
  biraz
- **a lot**  
  çok
- **a packet**  
  bir paket
- **a piece**  
  bir parça
- **a slice**  
  bir dilim
- **about a hundred**  
  yaklaşık yüz
- **centimetre**  
  santimetre
- **enough**  
  yeterli
- **gramme**  
  gram
- **half**  
  yarım
- **kilometre**  
  kilometre
- **less**  
  daha az
- **majority**  
  çoğunluk
- **many**  
  birçok
- **metre**  
  metre
- **more**  
  daha
- **not much/not many**  
  çok fazla değil
- **percent(age)**  
  yüzde
- **quantity**  
  nicelik, miktar
- **quarter**  
  çeyrek
- **several**  
  birçok
- **some**  
  bazı
- **third**  
  üçüncü, üçte
- **too**  
  dahi, de, da
- **weight**  
  ağırlık
**Some useful connecting words**

also           dahi, de, da
although       rağmen
and            ve
as, since      -den beri
because        çünkü
because of     yüzünden
but            ama
either... or... ya ... ya da ...
even          bile
even though    ... rağmen
finally        sonunda
first of all   herşeyden önce
from the viewpoint of bakış açısı
however        ama, bununla birlikte, ancak
either... nor... eğer
or             -mek için, -mek amacıyla
perhaps        açısdan, bakımından
so             açıkça, aşık
then           ayrıca, bundan başka
then, next     ne ... ne de ...
therefore      yoksa
this is, here is belki
whether, if    bu yüzden, bundan dolayı

- mek için, -mek amacıyla
- mek veya -memek
### Time expressions

- **a moment ago**
- **after**
- **already**
- **always**
- **as soon as**
- **at night**
- **at the same time**
- **at the start**
- **before**
- **day**
- **day (24 hours)**
- **day off**
- **during**
- **early**
- **evening**
- **every day**
- **fortnight**
- **from**
- **from time to time**
- **hour**
- **immediately**
- **in the afternoon**
- **in the evening**
- **in the morning**
- **in the night**
- **last night (during the night)**
- **last night (yesterday evening)**
- **late**
- **later**
- **midday**
- **midnight**
- **minute**
- **morning**
- **night**
- **now**
- **on time**
- **once**
- **once, one day**
- **period**
- **since**
- **soon**
- **the day after tomorrow**
- **the day before yesterday**
- **the day/night before**
- **the next day; following day**
- **time**
- **today**
- **tomorrow**
- **twice**
- **week**
- **weekend**
- **what is the time?**
- **year/s**
- **yesterday**
### Times of day

<table>
<thead>
<tr>
<th>Time Description</th>
<th>Turkish Translation</th>
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<td>1 a.m.</td>
<td>sabah 1</td>
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<td>1 p.m.</td>
<td>öğleden sonra 1</td>
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<td>nine o’clock in the evening</td>
<td>akşam dokuz</td>
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<tr>
<td>13.00</td>
<td>13.00</td>
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<tr>
<td>at exactly 2 o’clock</td>
<td>saat tam ikide</td>
</tr>
<tr>
<td>at about... o’clock</td>
<td>saat......siralarında/sularında</td>
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<tr>
<td>it is five past three</td>
<td>(saat) üçü beş geçiyor</td>
</tr>
<tr>
<td>five to three</td>
<td>(saat) üçe beş var</td>
</tr>
<tr>
<td>half past nine</td>
<td>(saat) dokuz bucuk</td>
</tr>
<tr>
<td>ten past four</td>
<td>(saat) dördü on geçiyor</td>
</tr>
<tr>
<td>ten to four</td>
<td>(saat) dördü on var</td>
</tr>
<tr>
<td>quarter to six</td>
<td>(saat) altıya çeyrek var</td>
</tr>
<tr>
<td>quarter past seven</td>
<td>(saat) yediyi çeyrek geçiyor</td>
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### Days of the week

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<thead>
<tr>
<th>Day Description</th>
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<td>Monday</td>
<td>pazartesi</td>
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<tr>
<td>Tuesday</td>
<td>salı</td>
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<td>Wednesday</td>
<td>çarşamba</td>
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<td>Thursday</td>
<td>perşembe</td>
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<tr>
<td>Friday</td>
<td>cuma</td>
</tr>
<tr>
<td>Saturday</td>
<td>cumartesi</td>
</tr>
<tr>
<td>Sunday</td>
<td>pazar</td>
</tr>
<tr>
<td>(on) Monday</td>
<td>pazartesi günü</td>
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<tr>
<td>(on) Monday morning</td>
<td>pazartesi sabahı</td>
</tr>
<tr>
<td>(on) Monday evening</td>
<td>pazartesi akşamı</td>
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<tr>
<td>on Mondays</td>
<td>pazartesi günleri</td>
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<tr>
<td>every Monday</td>
<td>her pazartesi</td>
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### Months and seasons of the year

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<tr>
<td>January</td>
<td>ocak</td>
</tr>
<tr>
<td>February</td>
<td>şubat</td>
</tr>
<tr>
<td>March</td>
<td>mart</td>
</tr>
<tr>
<td>April</td>
<td>nisan</td>
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<tr>
<td>May</td>
<td>mayıs</td>
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<td>June</td>
<td>haziran</td>
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<td>temmuz</td>
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<td>ağustos</td>
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<td>September</td>
<td>Eylül</td>
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<td>October</td>
<td>ekim</td>
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<td>November</td>
<td>kasım</td>
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<tr>
<td>December</td>
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<td>autumn (in)</td>
<td>sonbahar/güz</td>
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<td>yaz</td>
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<td>kış</td>
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</tbody>
</table>
Question words
(at) what time? saat kaçta?
from where? nereden?
how much, how many? kaç tane, ne kadar?
how? nasıl?
to there? oraya mı?
to where? nereye?
what? ne?
where? nereye?
who? kim?
why? neden, niçin?

Other useful expressions
all the better daha iyi
false (this is) sahte
finally, ultimately sonunda, nihayet, eninde sonunda
good luck iyi şanslar
great! harika!
here is/are buyurun
how do I get (to)? (-ya/-ye) nasıl gidebilirim?
how do you spell that? bunun harflerini söyler misin?
I don't know bilmiyorum
I don't mind farketmez
I don't understand anlamıyor
if only keşke
I like it (onu) beğenildim, beğenirim
I'm fine; it's OK iyiyim; her şey yolunda
I've had enough yeter artık!
in my opinion bence, fikrimce, benim fikrime göre
in my view bana göre, benim bakış açıma göre
it annoys me o canımı sıkıyor
it depends oña bağlı
it doesn't matter sorun değil
it makes me laugh o beni güldürür
it’s all the same to me benim için farketmez
of course elbette
okay (in agreement) tamam, kabul
once again bir kez daha
one of the following bundan sonraki biri
personally kişisel olarak, şahsen
so much the better ne kadar fazla olursa o kadar iyi
so so şöyle böyle
sure emin
that doesn’t interest me beni ilgilendirmiyor
that’s enough bu kadar yeter
there is/are vardır
too bad, what a shame çok kötü, ne yazık/ne ayıp
too much the better bu gerçek
true (this is) aferin!
well done!
what does that mean? bu ne anlamda geliyor/?bu ne demek?
with pleasure memnuniyetle, zevkle
Other useful expressions (continued)
you are not allowed to yapmanıza izin yok
you can (one can) yapabilirsin, kişiler yapabilirler
you must (one must) yapmalısın, kişiler yapmalı

Other high-frequency words
as, like olarak, benzer
end son
everybody herkes
everything herşey
except -nin dışında
figure (number) sayı
for example örneğin, mesela
Miss, Mrs (also Lady) Bayan, Hanım, Hanımfendi
Mr (also Sir) Bay, Bey, Beyefendi
number sayısı
number (e.g. phone number) numara (örn. Telefon numarası)
opinion fikir, görüş
reason neden, sebep, gerekçe
someone herhangi biri
something herhangi birşey
that şu
thing eşya
time (occasion) kez, kere, defa
type (kind of) tip, tür, çeşit
with ile, -le, -la
without -siz, siz, suz, sábado

Countries (including neigbouring countries)
Albania Alnavutluk
Armenia Ermenistan
Australia Avustralya
Austria Avusturya
Azerbaijan Azerbaycan
Belarus Beyaz Rusya
Belgium Belçika
Bosnia Herzegovina Bosna Hersek
Bulgaria Bulgaristan
Canada Kanada
China Çin
Cyprus Kıbrıs
Denmark Danimarka
Egypt Mısır
England İngiltere
Estonia Estonya
Finland Finlandiya
France Fransa
Georgia Gürcistan
Germany Almanya
Great Britain Büyük Britanya
Greece Yunanistan
Holland Hollanda
Hungry Macaristan
India Hindistan
### Countries (including neigbouring countries) (continued)

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### Continents

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**Areas/mountains/seas/places**

Anatolia
Atatürk’s Mousoleum
East
Mount Ararat
North
Pacific Ocean
Poles
Polar Circle
Region
Sakarya River
South
The Aegean Sea
The Black Sea
The Channel Tunnel
The English Channel
The Mediterranean Sea
The Middle East
The Marmara Sea
The Far East
The Taurus Mountains
Thrace
Van Lake
West

**Useful abbreviations and acronyms**

Road
Doctor
Ankara Intercity Bus Terminal
Istanbul Bus Services
Kilometre
Lawyer
Turkish Airways
Turkish Employment Agency
Turkish Ministry of Education
Turkish Radio Television Corporation
Turkish State Railways
cadde (Cad.)
doktor (Dr.)
Ankara Şehirlerarası Terminal İşletmesi (AŞTİ)
İstanbul Elektrik Tünel Tramvay İşletmesi (İETT)
kilometre (Km.)
avukat (Av.)
Türk Hava Yolları (THY)
Türkiye İş Kurumu (İŞKUR)
Milli Eğitim Bakanlığı (MEB)
Türkiye Radyo Televizyon Kurumu (TRT)
Türkiye Devlet Demir Yolları (TCDD)
Social conventions

best wishes
(I’m) sorry (informal/formal)
bye!
could you say that again, please?
don’t mention it
good afternoon
good evening
good morning
goodbye
goodnight
have a good journey
hello
hello (on the telephone)
help!
hi!
how are you?
it is time to
I beg your pardon? Pardon?
it’s a pleasure
meet you at 6 o’clock
meeting; meeting place
nightmare!
no, thank you
of course
late
see you later
see you soon
see you tomorrow/on Friday
sorry
thank you (very much)
that doesn’t matter/that’s ok
what is (your) name?

Language used in dialogues and messages

address
area code
call me (informal/formal)
dial the number
e-mail
I’ll be right back
I’m listening
message
mobile phone
moment
online
on the line/speaking
please repeat that
postcode
receiver (telephone)
sender
stay on the line
telephone
text message
tone

en iyi dileklerimle
Affenensiniz, özür dilerim, kusura bakmayın
hosça kalın!
ne dediniz, tekrarlar misiniz lütfen?
bir şey değil
tünaydın
iyi akşamlar
günaydın
hosça kalın, allahlaismarladık
iyi gece
iyi yolculuqlar
merhaba
alo (telefonda)
yardım edin!
selam!
nasiliniz
...... zamanı geldi
Affenensiniz? Pardon?
zevktir
saat 6’da buluşalım
bölüşma; buluşma yeri
kabus gibi, korkunç!
hayır, teşekkür ederim
tabii, elbette
geç
görüsmek üzere, görüşüz
yakında görüşmek üzere
yarin/ cuma günü görüşürüz
üzgünüm, affedersiniz
(çok) teşekkür ederim
sorun/problem değil/ tamamdı
ismanız nedir?

adresse
bölge kodu
bana telefon et/edin
numarayı çevir/tuşla
elektronik posta/e-posta
Hemen geri geleceğim
Dinliyorum
mesaj
cep telefonu
an
çevrimiçi
hatta/ konuşuyor
lütfen tekrarlayın
posta kodu
(telefon) alıcısı
gönderen
hatta kalın
telefon
kısra mesaj
ton, ses
Language used in dialogues and messages (continued)

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<td>wait</td>
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<td>wrong number</td>
<td>yanlış numara</td>
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Section 2 – topic-specific vocabulary

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

Foundation tier

apple  elma
banana  muz
beans  fasulye
beef  dana/sığır eti
kebab  kebap
beer  bira
bill  fatura
biscuit  bisküvi
bottle  şişe
bread  ekmek
breakfast  kahvaltı
butter  tereyağı
cabbage  lahana
café, snack bar  kafeterya
cake  kek
carrot  havuç
cheese  peynir
chicken  tavuk
chips  patates kızartması, cips
chocolate  çikolata
closed (on Mondays)  kapalı (pazartesi günleri)
cocoa  kakao
coffee  kahve
cream  krema
cucumber  salatalık
cup  fincan
custom  adet, gelenek, alışveriş
customer  müşteri
daily  günlük
delicious  leziz, lezzetli
dessert  tatlı (yemekten sonra)
dining room  yemek odası
dish  tabak
drink  içki, içecek
egg  yumurta
enjoy your meal!  afiyet olsun
euro  avro
evening meal, dinner  akşam yemeği
everyday  Her gün
fast food  çabuk/ayakta attraversalı yiyecık
first courses, starters  istah açıcılar, başlangıçlar
fish  balık
fizzy water  gazlı maden suyu
fresh  taze
food  yiyicek, gida
fork  çatal
fruit  meyve
fruit juice  meyve suyu
Foundation tier (continued)
glass  bardak
grapes  üzüm
hamburger  hamburger
honey  bal
hot chocolate  sıcak çikolata, sütlü kakao
ice cream  dondurma
ice-cream shop  dondurmacı
jam  reçel
knife  biçak
lemon  limon
lemonade  limonata
lettuce  kivircik salata
life  hayat, yaşam
lunch  öğle yemeği
meal  yemek
meat  et
menu  yiyecek listesi, menü
milk  süt
yoghurt drink  ayran
mineral water  maden suyu
money  para
mushroom  mantar
napkin  peçete
oil  yağ
omelette  omlet
onion  soğan
orange  portakal
packet  paket
pancakes  krep
pasta  makarna
peach  şeftali
pear  armut
peas  bezelye
pepper  biber
pineapple  ananas
pizza  pizza
pitta  pide
plate  tabak
portion  porsiyon
potato  patates
price  fiyat
raspberry  ahududu, frambuaz
restaurant  restoran, lokanta
rice  pirinç, pirinç pilavı
roll  sandviç ekmeği, yuvarlak küçük ekmek
salt  tuz
sandwich  sandviç
sausages  sucuk
service  servis
snack  atıştırmalık
soup  çorba
spoon  kaşık
strawberry  çilek
Foundation tier (continued)

steak  
biftek
still water  
gazsız su
sugar  
şeker
supermarket  
süpermarket
supper  
akşam yemeği
taste  
antı 
(cevabı)
tasty  
lezzetli
tea  
çay
to have breakfast  
kahvaltı yapmak
to have lunch  
öğle yemeği yemek
to have supper  
akşam yemeği
to pay  
ödemek
tomato  
domates
tradition  
gelenek
Turkish pizza  
lahmacun
vegetables  
sebzeler
vitamins  
vitaminler
vanilla  
vanilya
waiter/waitress  
garson
water  
su
watermelon  
karpuz
wine  
şarap
yogurt  
yoğurt
**Higher tier**
appetite
choice
chop (e.g. lamb)
cooked
cream
duck
fried egg
garlic
grapefruit
homemade
jar
lamb
main course
margarine
mayonnaise
meat parcels
medium
mince
mixed
mustard
natural, organic food
noodles
nuts
pastrami
pastry
roll (bread)
salami, cooked sausage
salmon
sauce
sea food
self-service
service
sideboard, dresser
slice
speciality
table cloth
tarhana (traditional Turkish soup)
tip (money)
to order
towel
turkey
vegetarian
vinegar

iştah
seçim
pirzola
pişmiş
krema
ördek
kızarmış yumurta
sarımsak
greyfurt
ev yapımı
kavanoz
kuzu eti
ana yemek
margarin
mayonez
mantı
orta
kiyma
karışık
hardal
doğal, organik yiyecek
şehriye
fındık
pastırma
börek
ekmek
salam, pişmiş sosis
somon baliği
sos
deniz ürünleri
açık büfe
servis, hizmet
büfe
dilim
özellik, uzmanlık
masa örtüsü
tarhana çorbası
bahşiş
sipariş vermek
havlu
hindi
vejeteryan, etyemez
sirke
Identity and culture: what my friends and family are like

Words relating to dress and style

Foundation tier

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<td>cap</td>
<td>başlık, şapka, kep</td>
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<td>coat/overcoat</td>
<td>palto</td>
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<td>giyinmiş</td>
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<td>berber, kuaför</td>
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<td>el çantası</td>
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<td>çeket</td>
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<td>kot pantolon</td>
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<td>makeup</td>
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</tr>
<tr>
<td>smart</td>
<td>çoraplar</td>
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<tr>
<td>socks</td>
<td>sporcu adam</td>
</tr>
<tr>
<td>sportsman</td>
<td>sporcu kadın</td>
</tr>
<tr>
<td>sportswoman</td>
<td>stil</td>
</tr>
<tr>
<td>style</td>
<td>takım elbise</td>
</tr>
<tr>
<td>suit</td>
<td>kazak</td>
</tr>
<tr>
<td>sweater</td>
<td>mayo</td>
</tr>
<tr>
<td>swimming costume</td>
<td>tişört</td>
</tr>
<tr>
<td>T-shirt</td>
<td>kravat</td>
</tr>
<tr>
<td>tie</td>
<td>eşofman</td>
</tr>
<tr>
<td>tracksuit</td>
<td>spor ayakkabı</td>
</tr>
<tr>
<td>trainers</td>
<td>pantolon</td>
</tr>
<tr>
<td>trousers</td>
<td>şemsiye</td>
</tr>
<tr>
<td>umbrella</td>
<td>üniforma</td>
</tr>
<tr>
<td>uniform</td>
<td>yelek</td>
</tr>
<tr>
<td>vest</td>
<td>saat</td>
</tr>
</tbody>
</table>
**Higher tier**
brand, label
marka

cardigan
hirka

cotton
pamuklu

fashionable
modaya uygun

heel
topuk

leather
deri

lipstick
ruj

loose (i.e. too big)
bol (büyük, geniş)

eat
düzgün, düzenli

old fashioned
modası geçmiş

perfume
parfüm

raincoat
yağmurluk

slippers
terlik

tattoo
dövme

tights
kilotlu çorap

to put on makeup
makyaj yapmak

---

**Words on relations, relationships, personal and physical characteristics**

**Foundation tier**
adult, grown-up
yetişkin

age
yaş

alcohol
alkol

arm,
kol

armchair
koltuk

at home
evde

at my/our house
evimde/evimizde

aunt
hala

back
arka

bald
kel

bathroom
banyo

beard
sakal

beautiful
güzel

bird
yatağın

bed (linen)
yatak takımı

bedroom
yatak odası

bedside cabinet
komodin

bird
kuş

birthday
doğum günü

birthplace
doğum yerleri

block (of flats)
apartman

blond/e
sarışın

body
vücut

boy
erkek çocuk

brother
erkek kardeşim

brothers and sisters, siblings
kardeş (kız veya erkek)

brunette
esmer

cat
kedi

chair
sandalye, iskemle

character, personality
karakter, kişilik

child
çocuk

children
çocuklar
<table>
<thead>
<tr>
<th>English</th>
<th>Turkish</th>
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<tbody>
<tr>
<td>clothes</td>
<td>giysiler</td>
</tr>
<tr>
<td>comfortable (house, furniture)</td>
<td>rahat (ev, mobilya)</td>
</tr>
<tr>
<td>cousin</td>
<td>kuzen</td>
</tr>
<tr>
<td>curly</td>
<td>kıvırcık</td>
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<td>curtains</td>
<td>perdeler</td>
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<tr>
<td>country cottage</td>
<td>köy evi</td>
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<tr>
<td>daily routine</td>
<td>günlük rutin</td>
</tr>
<tr>
<td>dad</td>
<td>baba</td>
</tr>
<tr>
<td>date of birth</td>
<td>doğum günü</td>
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<tr>
<td>daughter</td>
<td>kız evlat</td>
</tr>
<tr>
<td>diet</td>
<td>diyet</td>
</tr>
<tr>
<td>dining room</td>
<td>yemek odası</td>
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<tr>
<td>dog</td>
<td>köpek</td>
</tr>
<tr>
<td>door</td>
<td>kapı</td>
</tr>
<tr>
<td>ear/s</td>
<td>kulak/lar</td>
</tr>
<tr>
<td>energetic</td>
<td>enerjik/ hareketli</td>
</tr>
<tr>
<td>eyes</td>
<td>gözler</td>
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<tr>
<td>face</td>
<td>yüz</td>
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<tr>
<td>family</td>
<td>aile</td>
</tr>
<tr>
<td>father</td>
<td>baba</td>
</tr>
<tr>
<td>female</td>
<td>kadın, bayan</td>
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<tr>
<td>first name</td>
<td>isim, ad</td>
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<tr>
<td>flat; apartment</td>
<td>daire; apartman dairesi</td>
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<tr>
<td>foot</td>
<td>ayak</td>
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<tr>
<td>friend</td>
<td>arkadaş</td>
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<tr>
<td>furniture</td>
<td>mobilya</td>
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<tr>
<td>garage</td>
<td>garaj</td>
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<tr>
<td>garden</td>
<td>bahçe</td>
</tr>
<tr>
<td>girl</td>
<td>kız</td>
</tr>
<tr>
<td>glasses</td>
<td>gözlük/ler</td>
</tr>
<tr>
<td>goldfish</td>
<td>kırmızı balık, havuz balığı</td>
</tr>
<tr>
<td>grandchild (f/m)</td>
<td>torun (kız/erkek)</td>
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<tr>
<td>grandfather, grandad</td>
<td>büyük baba, dede</td>
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<tr>
<td>grandmother, grandma, granny</td>
<td>büyükanne, nine</td>
</tr>
<tr>
<td>grandparents</td>
<td>dede ve nine</td>
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<tr>
<td>guest</td>
<td>misafir, konuk</td>
</tr>
<tr>
<td>guy, man</td>
<td>adam</td>
</tr>
<tr>
<td>hair</td>
<td>saç</td>
</tr>
<tr>
<td>hamster</td>
<td>hamster, küçük kemirgen bir hayvan</td>
</tr>
<tr>
<td>hand</td>
<td>el</td>
</tr>
<tr>
<td>head</td>
<td>baş</td>
</tr>
<tr>
<td>health</td>
<td>sağlık</td>
</tr>
<tr>
<td>horse</td>
<td>at</td>
</tr>
<tr>
<td>house</td>
<td>ev</td>
</tr>
<tr>
<td>house (small)</td>
<td>kulübe</td>
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<tr>
<td>ideal</td>
<td>ideal</td>
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<tr>
<td>identity</td>
<td>kişilik</td>
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<tr>
<td>intelligent</td>
<td>zeka, akıl</td>
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<tr>
<td>kind</td>
<td>kibar, çeşit</td>
</tr>
<tr>
<td>kitchen</td>
<td>mutfak</td>
</tr>
<tr>
<td>lamp, light</td>
<td>lamba, ışık</td>
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<tr>
<td>leg</td>
<td>bacak</td>
</tr>
</tbody>
</table>
Foundation tier (continued)

life  yaşam, hayat
living room, front room  oturma odası
male  erkek, bay
man  adam
mother  anne
mouse  fare
moustache  biyık
mouth  ağız
mum  anne
neck  boyun
neighbour  komşu
nice, pleasant  hoş, güzel
normal  normal, olağan
nose  burun
old  eski
older  daha yaşlı
oldest (brother/sister)  en büyük (ağabey/abra/kız kardeşi)
only child  tek çocuk
parents  ebeveyn
party  parti
penfriend  mektup arkadaşı
people  insanlar, halk
person  kişi
pet  ev hayvanı
picture  resim
plant  bitki
present; gift  hediye
public holiday  resmi tatil
rabbit  tavşan
refrigerator  buzdolabı
relationship  ilişki
religion  din
sign  levha
serious  ciddi
sister  kız kardeşi
slim  ince
snake  yılan
sofa; settee  kanepe
son  erkek evlat
staying as a guest  misafirlik
stomach  mide
straight (hair)  düz (saç)
study (room)  çalışma (odası)
surname  soyadı
table  masa
talented  yetenekli
tenager  yeniyetme, ergen
terrace  teras
thin  ince
throat  boğaz, gırtlak
to be called (person)  isimlendirilir, adlandırılır
to be healthy, fit  sağlıklı /formda olmak
to look (e.g. angry/happy etc)  görünmek (kızgın, mutlu vs.)
Foundation tier (continued)
tooth
diş
turtle
kaplumbağa
ugly
çırkin
uncle
amca
visit
ziyaret
wife
kari, eş
woman
kadın
young
genç
younger
dağa genç
youngest
en genç
youth
gençlik

Higher tier
acquaintance
tanıdık
alone
yalnız
argument
münakaşa, tartışma
career
kariyer
carpet
hali
celebrity
ünçü, meşhur (kişi)
character (in film, etc)
karakter (film, roman vs)
character trait
karakter özellikleri
character, nature
karakter, doğa
charming
çekici, cazibeli
communication, contact
iletişim
crazy
çılgın
discrimination
ayrımcılık
elk
dirsek
elderly
yaşlı
enchantment, fascinated
büyulenmek
enthusiasm
coşku, heves
example
örnek
faith (religious)
inanç (dini)
famous
ünçü, tanımlı
feeling
duygu
furnished
mobilyalı
gender, sex
cinsiyet
habit
alışkanlık
hall (in house)
hol (evde)
honest
dürüst
husband
koca
invitation
davet
irritable
sinirli
knee
diz
lazy
tembel
lively
canlı
loft
çatı arası
loyal, faithful
sadik, vefalı
married
evli
meeting
toplantı
member of the family
aile üyeleri
mirror
ayna
mood
ruh halı, ruhsal durum
Higher tier (continued)
old age
old people’s home
pensioner
place of residence
racist
reasonable
relationship
relative, relation
reliable
sauna
to seem
self (myself, yourself etc)
selfish
sense of humour
sensitive
similar
study, office
sulky face
survey
thin/slender
to consider
to get on (well) with
to respect
to threaten
understanding
unemployed
wages
wanted
way of life, lifestyle

Identity and culture: cultural life

Foundation tier
adventure film
aerobics
art gallery
celebration
comedy
contest
drum
horror film
instrument
interest
life
lottery
magazine
method
mobile phone
MP3 player
music
musical (show)
New Year

macera filmi
aerobik
sanat galerisi
kutlama
komedi
yarışma
davul
korku filmi
enstruman
ilgi
yaşam, hayat
piyango, spor toto
dergi
metod
cep telefonu, mobil telefon
MP3 çalar
müzik
müzikal (gösteri)
Yeni Yıl
Foundation tier (continued)

- news
- nightclub
- opera
- orchestra
- participant
- party
- photo(graph)
- piano
- ping pong
- player
- pop music
- programme, broadcast
- rap
- reading
- rock music
- role model
- romantic
- rugby
- saxophone
- science fiction film
- sculpture
- series
- show (theatre etc)
- show, performance
- skate boarding
- skiing
- socialising
- sport
- sports ground
- sporty
- spy film
- squash
- surfing
- swimming
- team
- television (medium)
- tennis
- theme
- thriller
- to celebrate
- to do sport
- to exercise
- to fish/go fishing
- to get married
- to swim
- to take a dog out for a walk
- to take part (in)
- toy
- (TV) channel
- video camera
- video/computer game
- violin
- volleyball
Higher tier

audience
author
boat
bowling (tenpin)
ceremony
championship
Christmas tree
competition
drama (TV etc)
earphones
entertainment
extreme sports
fencing
figure skating
genre
goal
grateful
knowledge
league
leisure
melody
mountain bike
mountaineering
play (theatre)
pleasure
pocket money
prize
referee
review
riding
roller blading
sailing
singer
soap (opera)
song
speakers (people)
stage
subtitles
table tennis
to (be) relax(ed)
to create
to hike, ramble
to occupy oneself, do
to roller-skate
to score a goal
tournament
training
trumpet
unforgettable
viewer
windsurfing
writer
Xbox
youth club

seyirci
yazar
kayık, tekne, sandal
bowling
tören
şampiyonluk
Noel ağacı
yarışma
dram (TV etc.)
kulaklık
eğlence
aşırı uçtaki sporlar
eskrim
artistik patinaj
tarz, tür, nevi
amaç, hedef
minnettar
bilgi
bölüm, cemiyet, spor ligi
boş zaman
melodi
dağ bisikleti
dağcılık
oyun (piyes)
zevk
cep harçlığı
ödül, mükafat
hakem
eleştiri
ata binmek
tekerlekli paten
yelkencilik
şarkıcı
dizi film
şarkı
hoparlörer
sahne
alt yazılar
masa tenisi
dinlenmek
yaratmak
uzun, çetin yürüyüş yapmak
bir şey yapmaklabeschäft olmak
tekerlekli paten yapmak
gol atmak
turnuva
eğitim, antrenman, idman
trumpet
unutulmaz
izleyici, seyirci
rüzgar sörüğü
yazar
Xbox oyun konsolu
gençlik kulübü
Identity and culture: using social media

Foundation tier

advantage
blog
chatroom
computer
disadvantage
disk
e-mail
Internet
laptop
new technology
page
password
programme
risk
screen
social media
technology
to chat online
to download
to load
to save, to store
to upload
to use
use of technology
virtual
virus
web
web page
webcam
website

Higher tier

collection
homepage
social network
to improve
to intend
## Local area, holiday and travel

### Foundation tier

<table>
<thead>
<tr>
<th>English</th>
<th>Turkish</th>
</tr>
</thead>
<tbody>
<tr>
<td>accommodation</td>
<td>yaşanacak, oturulacak mekan</td>
</tr>
<tr>
<td>adult</td>
<td>yetişkin</td>
</tr>
<tr>
<td>air</td>
<td>hava</td>
</tr>
<tr>
<td>airport</td>
<td>havalimanı, havaalanı</td>
</tr>
<tr>
<td>aquarium</td>
<td>akvaryum</td>
</tr>
<tr>
<td>area (in town)</td>
<td>mahalle, bölge (şehirdeki)</td>
</tr>
<tr>
<td>art gallery</td>
<td>sanat galerisi</td>
</tr>
<tr>
<td>atlas</td>
<td>atlas, harita</td>
</tr>
<tr>
<td>balcony</td>
<td>balkon</td>
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<tr>
<td>bank</td>
<td>banka</td>
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<tr>
<td>bar</td>
<td>bar</td>
</tr>
<tr>
<td>barbecue</td>
<td>mangal, ızgara, barbekü</td>
</tr>
<tr>
<td>bath</td>
<td>banyo yapmak</td>
</tr>
<tr>
<td>bathroom</td>
<td>banyo</td>
</tr>
<tr>
<td>beach</td>
<td>plaj</td>
</tr>
<tr>
<td>bed</td>
<td>yatak</td>
</tr>
<tr>
<td>bicycle/bike</td>
<td>bisiklet</td>
</tr>
<tr>
<td>boat</td>
<td>tekne</td>
</tr>
<tr>
<td>bowling alley</td>
<td>bowling pisti</td>
</tr>
<tr>
<td>bridge</td>
<td>köprü</td>
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<tr>
<td>brochure</td>
<td>broşür</td>
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<tr>
<td>building</td>
<td>bina</td>
</tr>
<tr>
<td>bus (by bus)</td>
<td>otobüs</td>
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<tr>
<td>bus stop</td>
<td>otobüs durağı</td>
</tr>
<tr>
<td>bus/coach station</td>
<td>otogar</td>
</tr>
<tr>
<td>business</td>
<td>iş</td>
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<td>café</td>
<td>kafeterya</td>
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<td>camp</td>
<td>kamp</td>
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<tr>
<td>campsite</td>
<td>kamp yeri</td>
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<tr>
<td>capital city</td>
<td>başkent</td>
</tr>
<tr>
<td>car</td>
<td>araba</td>
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<td>car, automobile</td>
<td>otomobil</td>
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<tr>
<td>cathedral</td>
<td>katedral</td>
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<td>centre</td>
<td>merkez</td>
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<tr>
<td>chemist's</td>
<td>eczane</td>
</tr>
<tr>
<td>cheque; receipt</td>
<td>çek, makbuz</td>
</tr>
<tr>
<td>church</td>
<td>kilise</td>
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<tr>
<td>cinema (building)</td>
<td>sinema</td>
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<tr>
<td>circus</td>
<td>sirk</td>
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<tr>
<td>closed</td>
<td>kapalı</td>
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<tr>
<td>coach</td>
<td>otobüs</td>
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<tr>
<td>coast</td>
<td>sahil</td>
</tr>
<tr>
<td>concert</td>
<td>konser</td>
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<tr>
<td>country (i.e. nation)</td>
<td>ülke</td>
</tr>
<tr>
<td>countryside</td>
<td>kir, kırık alan, taşra</td>
</tr>
<tr>
<td>credit card</td>
<td>kredi kartı</td>
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<tr>
<td>department (in a shop)</td>
<td>(mağazada) bir bölüm</td>
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<tr>
<td>department store</td>
<td>her şeyi satan, büyük mağaza</td>
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<tr>
<td>destination</td>
<td>gidilecek yer</td>
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<tr>
<td>direct</td>
<td>direkt, doğrudan, dolaysız</td>
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<tr>
<td>direction</td>
<td>yön</td>
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**Foundation tier (continued)**

<table>
<thead>
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<th>English</th>
<th>Turkish</th>
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<tr>
<td>disco</td>
<td>diskotek</td>
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<tr>
<td>door</td>
<td>kapı</td>
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<tr>
<td>entrance</td>
<td>giriş</td>
</tr>
<tr>
<td>exit</td>
<td>çıkış</td>
</tr>
<tr>
<td>experience</td>
<td>deney</td>
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<tr>
<td>factory</td>
<td>fabrika</td>
</tr>
<tr>
<td>farm</td>
<td>çiftlik</td>
</tr>
<tr>
<td>festival</td>
<td>festival</td>
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<tr>
<td>flight tickets</td>
<td>uçak biletleri</td>
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<tr>
<td>floor (1st, 2nd)</td>
<td>(1., 2.) kat</td>
</tr>
<tr>
<td>form</td>
<td>form</td>
</tr>
<tr>
<td>ground floor</td>
<td>giriş katı</td>
</tr>
<tr>
<td>guest</td>
<td>misafir</td>
</tr>
<tr>
<td>guided tour</td>
<td>rehberli tur</td>
</tr>
<tr>
<td>help</td>
<td>yardım</td>
</tr>
<tr>
<td>historic</td>
<td>tarihi</td>
</tr>
<tr>
<td>holiday cottage</td>
<td>tatil evi</td>
</tr>
<tr>
<td>holidays</td>
<td>tatiller</td>
</tr>
<tr>
<td>hospital</td>
<td>hastane</td>
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<tr>
<td>hotel</td>
<td>otel</td>
</tr>
<tr>
<td>hotel (5*)</td>
<td>5 yıldızlı otel</td>
</tr>
<tr>
<td>ice rink</td>
<td>buz pisti</td>
</tr>
<tr>
<td>information office</td>
<td>danışma bürosu</td>
</tr>
<tr>
<td>journey (short)</td>
<td>kısa yolculuk</td>
</tr>
<tr>
<td>key</td>
<td>anahtar</td>
</tr>
<tr>
<td>lake</td>
<td>göl</td>
</tr>
<tr>
<td>library</td>
<td>kütüphane</td>
</tr>
<tr>
<td>lift</td>
<td>asansör</td>
</tr>
<tr>
<td>local area</td>
<td>yaşanan bölge/ çevresi</td>
</tr>
<tr>
<td>luggage</td>
<td>bagaj (bavul, çanta)</td>
</tr>
<tr>
<td>map</td>
<td>harita</td>
</tr>
<tr>
<td>map (of town)</td>
<td>şehir haritası</td>
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<tr>
<td>market</td>
<td>pazar, çarşı</td>
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<tr>
<td>means of transport</td>
<td>ulaşım araçları</td>
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<tr>
<td>microwave</td>
<td>mikrodalga</td>
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<td>monument</td>
<td>anıt</td>
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<td>mosque</td>
<td>camii</td>
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<tr>
<td>motorbike</td>
<td>motosiklet</td>
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<tr>
<td>mountain</td>
<td>dağ</td>
</tr>
<tr>
<td>museum</td>
<td>müze</td>
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<tr>
<td>newspaper stall</td>
<td>gazete bayii</td>
</tr>
<tr>
<td>night club</td>
<td>gece kulübü</td>
</tr>
<tr>
<td>occupied/taken office</td>
<td>dolu, kullanılmakta</td>
</tr>
<tr>
<td>office</td>
<td>ofis, büro</td>
</tr>
<tr>
<td>on foot</td>
<td>yaya</td>
</tr>
<tr>
<td>on the left</td>
<td>solda</td>
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<tr>
<td>on the right</td>
<td>sağda</td>
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<tr>
<td>open</td>
<td>açık</td>
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<td>palace</td>
<td>saray</td>
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<tr>
<td>paper</td>
<td>kağıt</td>
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<tr>
<td>park</td>
<td>park</td>
</tr>
<tr>
<td>passenger</td>
<td>yolcu</td>
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**Foundation tier (continued)**

<table>
<thead>
<tr>
<th>English</th>
<th>Turkish</th>
</tr>
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<tbody>
<tr>
<td>passport</td>
<td>pasaport</td>
</tr>
<tr>
<td>passport control</td>
<td>pasaport kontrolü</td>
</tr>
<tr>
<td>petrol</td>
<td>petrol</td>
</tr>
<tr>
<td>place</td>
<td>yer</td>
</tr>
<tr>
<td>plane</td>
<td>uçak</td>
</tr>
<tr>
<td>platform</td>
<td>peron</td>
</tr>
<tr>
<td>police officer</td>
<td>polis memuru</td>
</tr>
<tr>
<td>port</td>
<td>liman</td>
</tr>
<tr>
<td>post office</td>
<td>postane</td>
</tr>
<tr>
<td>postcard</td>
<td>kartpostal</td>
</tr>
<tr>
<td>poster</td>
<td>poster</td>
</tr>
<tr>
<td>priority</td>
<td>öncelik</td>
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<tr>
<td>problem</td>
<td>problem</td>
</tr>
<tr>
<td>public</td>
<td>halk</td>
</tr>
<tr>
<td>public transport</td>
<td>toplu taşıma</td>
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<tr>
<td>radio</td>
<td>radyo</td>
</tr>
<tr>
<td>railway</td>
<td>tren yolu</td>
</tr>
<tr>
<td>region, area</td>
<td>bölümü, saha, alan</td>
</tr>
<tr>
<td>region, district</td>
<td>bölge</td>
</tr>
<tr>
<td>return ticket</td>
<td>dönüş biletı</td>
</tr>
<tr>
<td>river</td>
<td>nehir</td>
</tr>
<tr>
<td>road</td>
<td>yol</td>
</tr>
<tr>
<td>room</td>
<td>oda</td>
</tr>
<tr>
<td>room (in hotel)</td>
<td>otel odası</td>
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<tr>
<td>rucksack</td>
<td>sırt çantası</td>
</tr>
<tr>
<td>running</td>
<td>koşma</td>
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<tr>
<td>rural</td>
<td>kursal, taşra</td>
</tr>
<tr>
<td>sea</td>
<td>deniz</td>
</tr>
<tr>
<td>season</td>
<td>mevsim</td>
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<tr>
<td>shop</td>
<td>dükkân</td>
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<tr>
<td>shopping</td>
<td>alışveriş</td>
</tr>
<tr>
<td>shopping centre</td>
<td>alışveriş merkezi</td>
</tr>
<tr>
<td>show</td>
<td>gösteri</td>
</tr>
<tr>
<td>shower</td>
<td>duş</td>
</tr>
<tr>
<td>sight, tourist attraction, place to see</td>
<td>turistik yer</td>
</tr>
<tr>
<td>single ticket</td>
<td>tek yön biletı</td>
</tr>
<tr>
<td>snack bar, buffet (on a train)</td>
<td>(trende) büfe, yemekli vagon</td>
</tr>
<tr>
<td>souvenir</td>
<td>hediyelik eşya</td>
</tr>
<tr>
<td>sports centre</td>
<td>spor merkezi</td>
</tr>
<tr>
<td>square (in town)</td>
<td>(şehir) meydanı</td>
</tr>
<tr>
<td>stadium</td>
<td>stadyum</td>
</tr>
<tr>
<td>station (mainline railway)</td>
<td>gar</td>
</tr>
<tr>
<td>station (metro)</td>
<td>istasyon, (metro)</td>
</tr>
<tr>
<td>stop (bus, tram etc)</td>
<td>durak (otobüs, tramvay etc.)</td>
</tr>
<tr>
<td>street</td>
<td>cadde</td>
</tr>
<tr>
<td>suburb; outskirts of town</td>
<td>banliyö; şehir etekleri</td>
</tr>
<tr>
<td>suitcase</td>
<td>bavul, valiz</td>
</tr>
<tr>
<td>summer cottage</td>
<td>yazlık ev</td>
</tr>
<tr>
<td>supermarket</td>
<td>süpermarket</td>
</tr>
<tr>
<td>swimming pool</td>
<td>yüzme havuzu</td>
</tr>
<tr>
<td>taxi</td>
<td>taksi</td>
</tr>
<tr>
<td>teenager</td>
<td>genç kız, delikanlı, yeniyetme</td>
</tr>
</tbody>
</table>
Foundation tier (continued)
television set
tennis court
tent
theatre
ticket
ticket office
ticket; tram, bus or metro ticket
till; cash desk
to photograph
toilets
token (metro)
tour
tourism
tourist
tourist information office
town
town centre
train
tram
transport
transportation
travel agency
trolleybus
underground railway
underground station
vacation
view (over)
village
way out/exit
welcome
window
winter holidays
yard, courtyard
youth hostel
zoo
televizyon
tenis kortu
çadır
tiyatro
bilet
ieme
bilet; tramvay, otobüs, metro biletı
kasa
fotoğraf çekmek
tuvaletler
jeton (metro, tren, vapur)
tur
turizm
turist
turizm danışma bürosu
şehir, kasaba
şehir merkezi
tren
tramvay
taşıma
taşımacılık
seyahat acentası
troleybüs
metro tren yolu
metro istasyonu
tatil
manzara
köy
çıkış
Hoş geldiniz
pencere
kıış tatilleri
avlu
gençlik hosteli
hayvanat bahçesi

Higher tier
accident
abroad
adolescent
agricultural
air conditioning/air-con
airline
arrival
ATM
baker’s shop
bank card
basement
border
calm/peaceful
canal
car park
castle
kaza
yurt dışı
ergen, ergenlik çağında olan
zirai, tarımsal
klima
havayolu
vanış
ATM
frın
banka kartı
bodrum
sinir
sakin
kanal
otopark
kale
**Higher tier (continued)**

<table>
<thead>
<tr>
<th>English</th>
<th>Turkish</th>
</tr>
</thead>
<tbody>
<tr>
<td>change (coins)</td>
<td>bozuk para</td>
</tr>
<tr>
<td>change (replace)</td>
<td>değişirmek</td>
</tr>
<tr>
<td>comfortable</td>
<td>rahat, konforlu</td>
</tr>
<tr>
<td>commercial</td>
<td>reklam</td>
</tr>
<tr>
<td>(advertisement)</td>
<td>kompartman</td>
</tr>
<tr>
<td>compartment</td>
<td>ocağın, finın</td>
</tr>
<tr>
<td>(train)</td>
<td>köşe</td>
</tr>
<tr>
<td>cooker</td>
<td>kavşak</td>
</tr>
<tr>
<td>corner</td>
<td>kalkış</td>
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<tr>
<td>crossroads</td>
<td>dizel</td>
</tr>
<tr>
<td>departure</td>
<td>çift kişilik oda</td>
</tr>
<tr>
<td>diesel (fuel)</td>
<td>sürüş</td>
</tr>
<tr>
<td>double room</td>
<td>şoför (profesyonel)</td>
</tr>
<tr>
<td>driver</td>
<td>ehliyet</td>
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<tr>
<td>driver (professional)</td>
<td>olay, hadise</td>
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<tr>
<td>driving licence</td>
<td>sergi</td>
</tr>
<tr>
<td>event</td>
<td>feribot</td>
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<tr>
<td>exhibition</td>
<td>havai fışekler</td>
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<tr>
<td>ferry</td>
<td>uçuș</td>
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<tr>
<td>fireworks</td>
<td>-masi yasaklanmış</td>
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<tr>
<td>flight</td>
<td>yabancı</td>
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<tr>
<td>forbidden to</td>
<td>çeşme, fiskiye, kayak</td>
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<tr>
<td>foreigner</td>
<td>dolu (otel v.s.)</td>
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<tr>
<td>fountain</td>
<td>oyun odası</td>
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<tr>
<td>full (hotel etc)</td>
<td>garaj, servis istasyonu, petrol istasyonu</td>
</tr>
<tr>
<td>games room</td>
<td>isitici, kalorifer</td>
</tr>
<tr>
<td>garage, service</td>
<td>helikopter</td>
</tr>
<tr>
<td>station, petrol</td>
<td>tepe</td>
</tr>
<tr>
<td>station</td>
<td>kiralamak, kiralık</td>
</tr>
<tr>
<td>heating</td>
<td>misafirperverlik</td>
</tr>
<tr>
<td>helicopter</td>
<td>önceden</td>
</tr>
<tr>
<td>hill</td>
<td>içine alan, kapsayan</td>
</tr>
<tr>
<td>hire of/hiring</td>
<td>endüstriyel</td>
</tr>
<tr>
<td>hospitality</td>
<td>endüstri, sanayi</td>
</tr>
<tr>
<td>in advance</td>
<td>bir yerde oturan, ikamet eden kimse, sakın</td>
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<tr>
<td>included</td>
<td>içinde, içerisinde</td>
</tr>
<tr>
<td>industrial</td>
<td>kir manzarası, peyzaj</td>
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<tr>
<td>industry</td>
<td>çamaşırhane</td>
</tr>
<tr>
<td>inhabitant</td>
<td>(bavul) emanet</td>
</tr>
<tr>
<td>inside</td>
<td>metro hattı</td>
</tr>
<tr>
<td>landscape</td>
<td>liste</td>
</tr>
<tr>
<td>launderette</td>
<td>çöp</td>
</tr>
<tr>
<td>left-luggage office</td>
<td>canlı, neşeli</td>
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<tr>
<td>line (underground)</td>
<td>yerel, yöresel, mahalli, lokal</td>
</tr>
<tr>
<td>list</td>
<td>kamyon</td>
</tr>
<tr>
<td>litter</td>
<td>kayıp esya bürosu</td>
</tr>
<tr>
<td>lively</td>
<td>lüks, konforlu</td>
</tr>
<tr>
<td>local</td>
<td>doğa, tabiat</td>
</tr>
<tr>
<td>lorry</td>
<td>park yapılmaz</td>
</tr>
<tr>
<td>lost property</td>
<td>gürültü</td>
</tr>
<tr>
<td>office</td>
<td>açık hava havuzu</td>
</tr>
<tr>
<td>luxurious</td>
<td>dışarı, dışarda</td>
</tr>
<tr>
<td>nature</td>
<td>dışarda/açık havada</td>
</tr>
<tr>
<td>no parking</td>
<td></td>
</tr>
<tr>
<td>noise</td>
<td></td>
</tr>
<tr>
<td>open-air pool</td>
<td></td>
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<tr>
<td>outside</td>
<td></td>
</tr>
<tr>
<td>outside/in the open</td>
<td></td>
</tr>
</tbody>
</table>
Higher tier (continued)

package holiday  tur tatili
park  park
pavement  kaldırım
pedestrian  yaya
pedestrian area  yaya sahası
pedestrian crossing  yaya geçidi
picturesque  pitoresk
pillow  yastık
playground  oyun sahası
police station  polis karakolu
police officer  polis memuru
procession  resmi geçit, alay halinde yürümek
receipt  makbuz
reception  resepsiyon, danışma
receptionist  danışma memuru, resepsiyonist
reduction  indirim
registration  kayıt
resort  tatil bölgesi
route  yol, rota, güzergah
rush hour  trafiğin en sıkışık olduğu zaman
seat belt  güvenlik kemerı
ship  gemi, vapur
sign  imza
single room  tek kişilik oda
ski resort  kayak tatil yeri
skiing  kayak yapma
sleeping bag  uyuğu tulumu
sleeping car (in a train)  yataklı vagon (trende)
soap  sabun
speed  hız
speed limit  hız limiti
star  yıldız
summer camp  yaz kampı
ticket inspector  kondüktör
timetable  tarıfe (vapur, tren)
to cope  idare/baş etmek
to deny  yalanlamak
to guarantee  garanti etmek, güvence vermek
to pack (cases)  bavul toplamak, hazırlamak
to nag  söylenmek, dırdır etmek
to overtake  sollamak
to send (set off)  göndermek
to spend the night  geceyi geçirmek
to stare at  gözüünü dikip bakmak
to unpack (cases)  bavulu boşaltmak
to validate a ticket (e.g. train, tram) (örn. tren, uçak) biletini geçerli kılmak
toilet paper  tuvalet kağıdı
toothbrush  diş fırçası
toothpaste  diş macunu
tower  kule
trade  ticaret
### Higher tier (continued)

<table>
<thead>
<tr>
<th>English</th>
<th>Turkish</th>
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<tbody>
<tr>
<td>traffic</td>
<td>trafik</td>
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<tr>
<td>traffic jam</td>
<td>trafik sıkışıklığı</td>
</tr>
<tr>
<td>traffic lights</td>
<td>trafik ışıkları</td>
</tr>
<tr>
<td>travel</td>
<td>seyahat</td>
</tr>
<tr>
<td>traveller</td>
<td>yolcu, gezgin, seyahat eden kimse, seyyah</td>
</tr>
<tr>
<td>twin-bedded room</td>
<td>iki tek kişilik yatak</td>
</tr>
<tr>
<td>waiting room</td>
<td>bekleme odası</td>
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<tr>
<td>wash basin</td>
<td>lavabo</td>
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</tbody>
</table>

### Phrases associated with weather

#### Foundation tier

<table>
<thead>
<tr>
<th>English</th>
<th>Turkish</th>
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</thead>
<tbody>
<tr>
<td>bad</td>
<td>kötü</td>
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<tr>
<td>climate</td>
<td>iklim</td>
</tr>
<tr>
<td>cloud</td>
<td>bulut</td>
</tr>
<tr>
<td>cloudy</td>
<td>bulutlu</td>
</tr>
<tr>
<td>cold</td>
<td>soğuk</td>
</tr>
<tr>
<td>degree (temperature)</td>
<td>derece (ısı)</td>
</tr>
<tr>
<td>fog, mist</td>
<td>sis</td>
</tr>
<tr>
<td>highest temperature</td>
<td>en yüksek sıcaklık</td>
</tr>
<tr>
<td>hot</td>
<td>sıcak</td>
</tr>
<tr>
<td>in the east</td>
<td>doğuda</td>
</tr>
<tr>
<td>in the north</td>
<td>kuzeyde</td>
</tr>
<tr>
<td>in the south</td>
<td>güneyde</td>
</tr>
<tr>
<td>in the west</td>
<td>batıda</td>
</tr>
<tr>
<td>it is chilly</td>
<td>serin, soğuk, üşütücü</td>
</tr>
<tr>
<td>it is freezing</td>
<td>hava buz gibi</td>
</tr>
<tr>
<td>it is raining</td>
<td>yağmur yağıyor</td>
</tr>
<tr>
<td>it is snowing</td>
<td>kar yağıyor</td>
</tr>
<tr>
<td>it is windy</td>
<td>hava rüzgarlı</td>
</tr>
<tr>
<td>lowest temperature</td>
<td>en düşük sıcaklık</td>
</tr>
<tr>
<td>overcast</td>
<td>bulutlu, kapalı hava</td>
</tr>
<tr>
<td>rain</td>
<td>yağmur</td>
</tr>
<tr>
<td>sky</td>
<td>gök</td>
</tr>
<tr>
<td>snow</td>
<td>kar</td>
</tr>
<tr>
<td>storm</td>
<td>fırtına</td>
</tr>
<tr>
<td>sun</td>
<td>güneş</td>
</tr>
<tr>
<td>sunny</td>
<td>güneşli</td>
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<tr>
<td>the sun is shining</td>
<td>güneş parlıyor</td>
</tr>
<tr>
<td>warm</td>
<td>sıcak hava, ilik</td>
</tr>
<tr>
<td>weather</td>
<td>hava</td>
</tr>
<tr>
<td>weather forecast</td>
<td>hava durumu</td>
</tr>
<tr>
<td>wind</td>
<td>rüzgar</td>
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</tbody>
</table>

#### Higher tier

<table>
<thead>
<tr>
<th>English</th>
<th>Turkish</th>
</tr>
</thead>
<tbody>
<tr>
<td>average temperature</td>
<td>ortalama sıcaklık</td>
</tr>
<tr>
<td>bright</td>
<td>parlak</td>
</tr>
<tr>
<td>changeable</td>
<td>değişken</td>
</tr>
<tr>
<td>downpour</td>
<td>sağanak yağmur</td>
</tr>
<tr>
<td>dry</td>
<td>kuru</td>
</tr>
<tr>
<td>hail</td>
<td>dolu (halinde yağmak)</td>
</tr>
<tr>
<td>heat</td>
<td>sıcaklık</td>
</tr>
<tr>
<td>high temperature</td>
<td>yüksek derece</td>
</tr>
</tbody>
</table>
**Higher tier (continued)**

it is frosty
it is lightning
lightning
low temperature
misty, foggy
thunder
to be expected

**Asking for directions**

are you going in a car?
are you going on foot?
as far as
continue
cross (over)
far
go straight on
high street/main street
how do I get to?
it is 100 metres away
it is very close
not far
on the left
on the right
straight on
take the first road on the left
turn left
turn right

**Dealing with problems**

**Foundation tier**

address
bill
colour
correct
customer
customer service
e-mail address
form
guarantee
part
purse
receipt
size
telephone number
to pay
to work, function
wrong

**Higher tier**

a fine
broken
complaint

soğuk dondurucu hava
şimşek çakıyor
şimşek çakması
düşük sıcaklık
sisli
gök gürültüsü
beklenmek

araba ile mi gidiyorsun?
yayan/yürüyerek mi gidiyorsun?
uzaga gidebildiğince
devam et
karşıya geç
uzak
dümdüz git
ana cadde
nasıl gidebilirim?
100 metre ilerde
çok yakın
uzak değil
solda
sağda
dümdüz
soldan birinci yola gir
sola dön
sağa dön

adres
fatura
renk
doğru
müşteri
müşteri hizmetleri
eposta adresi
form, doldurulmak üzere basılmış belge
garanti
parça
cüzdan
makbuz
ölçü, beden
telefon numarası
ödemek
çalışmak, işlev görmek
yanlış

ceza
kinilmış
şikayet
### Higher tier (continued)

- crime
- crime, criminality
- customer
- customer service
- fault
- improvement
- instructions
- insurance
- mistake
- progress
- quantity
- reduction
- repair
- theft
- thief

### School

#### Foundation tier

- answer
- art, drawing
- biology
- board (blackboard, whiteboard etc)
- book
- break
- business studies
- calculator
- calendar
- canteen
- chemistry
- choir
- circle, club
- class
- classroom
- copy
- corridor
- cupboard
- desk
- dining room
- drama (school subject)
- DT (design technology)
- education
- English
- event (at school)
- examination
- exchange
- exercise
- exercise book
- experiment
- French
- future plans
- geography
- German

<table>
<thead>
<tr>
<th>English</th>
<th>Turkish</th>
</tr>
</thead>
<tbody>
<tr>
<td>answer</td>
<td>yanıt, cevap</td>
</tr>
<tr>
<td>art, drawing</td>
<td>sanat, çizim, resim</td>
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<tr>
<td>biology</td>
<td>biyoloji</td>
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<tr>
<td>board (blackboard, whiteboard etc)</td>
<td>yazı tahtası (kara, beyaz tahta vs.)</td>
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<tr>
<td>book</td>
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<tr>
<td>break</td>
<td>teneffüs</td>
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<tr>
<td>business studies</td>
<td>işletme</td>
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<tr>
<td>calculator</td>
<td>hesap makinasi</td>
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<td>calendar</td>
<td>takvim</td>
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<td>kantin</td>
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<td>kimya</td>
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<tr>
<td>choir</td>
<td>koro</td>
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<tr>
<td>circle, club</td>
<td>kulüp, kol</td>
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<tr>
<td>class</td>
<td>sınıf</td>
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<tr>
<td>classroom</td>
<td>sınıf odası</td>
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<td>copy</td>
<td>kopya</td>
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<tr>
<td>corridor</td>
<td>koridor</td>
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<tr>
<td>cupboard</td>
<td>dolap</td>
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<td>desk</td>
<td>sıra</td>
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<td>dining room</td>
<td>yemek odası</td>
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<td>tiyatro (dersi)</td>
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<td>DT (design technology)</td>
<td>tasarım teknolojisi (dersi)</td>
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<td>eğitim</td>
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<td>İngilizce</td>
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<td>(okulda) etkinlik</td>
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<td>sınav</td>
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<td>exchange</td>
<td>değiştirmme, değişim</td>
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<td>alıştırma</td>
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<tr>
<td>exercise book</td>
<td>alıştırma kitabı</td>
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<td>experiment</td>
<td>deney</td>
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<td>French</td>
<td>Fransızca</td>
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<tr>
<td>future plans</td>
<td>gelecek planları</td>
</tr>
<tr>
<td>geography</td>
<td>coğrafya</td>
</tr>
<tr>
<td>German</td>
<td>Almanca</td>
</tr>
</tbody>
</table>
Foundation tier (continued)
gym
headteacher
history
holidays (school)
homework
ICT (information communication technology)
Italian
laboratory
languages
Latin
lesson
library
literature
lunch (adjective)
lunch break
maths
music
nursery
PE (physical education)
pen
pencil
pencil case
physics
plan
practice
progress
projector
question
religion, religious studies
result
rubber
rule
ruler
school
school activities
school bag
school bus
school day
school group/party
school trip
sociology
Spanish
sports hall, gym
stress
student
study
subject
success
summer holidays
team
technology
test

spor salonu
müdür, baş öğretmen
tarih
okul tatili
ev ödevi
bilgisayar dersi
İtalyanca
laboratuvar
diller
Latince
ders
kütüphane
edebiyat
öğle yemeği
öğle tenefüsü
matematik
müzik
anaokulu, çocuk yuvası
beden eğitimi
dolma kalem
kurşun kalem
kalem kutusu
fizik
plan
pratik
ilerleme, gelişme
projektor
soru
din, din dersi
sonuç
silgi
kural
cetvel
okul
okul etkinlikleri
okul çantası
okul otobüsü, servis
okul günü
okul grubu/partisi
okul gezisi
sosyoloji
İspanyolca
spor salonu
gerilim, stres
öğrenci
ders çalışma, araştırmaya
ders
başarı
yaz tatili
takım
teknoloji
test
Foundation tier (continued)
the future  gelecek
the past  geçmiş
tie  kravat
timetable  ders program
to educate  eğitmek
to register  kayıt olmak/kaydolmak
type  tip
uniform  üniversite
year  yıl

Higher tier
able  yetenekli, kabiliyetli
assessment  değerlendirme
attention  dikkat
ballpoint pen  dolma kalem
boarding school  yatılı okul
briefcase  bavul
clever  akıllı
circle, club  grup, kulüp
compulsory subject  zorunlu ders
core subjects  ana dersler
degree (university)  diploma ( üniversite)
dictionary  sözlük
discipline  disiplin, bilim dalı
discussion  tartışma
do badly; fail an exam  sınavda başarısız olmak
drama group, acting group  tiyatro grubu
economics  ekonomi
essay  deneme
economics  değişirme
felt tip  keçeli kalem
foreign languages  yabancı diller
fountain pen  dolma kalem
glue  tutkal
hardworking  çalışan
headteacher  müdür, başöğretmen
institute  enstitü
instutition  kurum
kindergarten  yuva, ana okulu
locker  dolap
mark, grade  not, puan ( sınavdan alınan)
meeting  toplantı
mixed  karışık
optional (subject)  seçmeli (ders)
oral  sözü
pad of paper  kağıt destesi
parents’ evening  veli toplantısı
permission  izin
pressure  baskı
primary school  İlkokul
private school  özel okul
project  projе
pronunciation  telaffuz etme
punishment  ceza
Higher tier (continued)

qualification  nitelik, özellik
rule  kural
school completion certificate  diploma
school report  karne
school textbook  fen bilgisi
science  makas
scissors  ortaokul
secondary school  kalemlaş
sharpener  raf
shelf  lişe
sixth form  lise
sociology  sosyoloji
sports ground  spor sahası
staff room  öğretmenler odası
state  devlet
strict  sıkı kuralcı, disiplinli
strong, good at (subject)  bir (derste) başarılı, iyi
studies  incelemler, araştırmalar, çalışmalar
success  başarı
successful  başarılı
survey  anket
term  terim
textbook  ders kitabı
to drop a subject  bir dersi bırakmak
to pay attention  dikkat etmek
to translate  tercüme etmek
translation  çeviri
unfair  haksızlık
vocational school; technical college  meslek okulu, teknik okul
waste of time  zaman kaybı
weak, bad at (subject)  (bir derste) zayıf, kötü, başarısız

Future aspirations, study and work

Foundation tier

actor  aktör
actress  artist
advertisement  reklam
air hostess  uçak hostesi
ambition  tutku, heves, bir şeyi elde etme tutkusu
apprentice  çırak
architect  mimar
aspiration  arzu, istek, büyük amaç
assistant  asistan
banker  bankacı
beyond (the classroom)  (sınıfın dışında
builder  inşaatçı
business  iş
career  kariyer
cashier  kasiyer
coffee (tea/lunch) break  kahve (çay/öğle) molası
colleague  iş arkadaşı, meslektas
Foundation tier (continued)

company  şirket
computer  bilgisayar
computer science  bilgisayar bilimi
cook  aşçı
degree  lisans
dentist  diş doktoru
designer  tasarımcı, modelist
doctor  doktor
dream (aspiration)  hayal (arzu)
driver  şoför
electrician  elektrikçi
employee  çalışan, görevli
engineer  mühendis
claughter worker  çiftlik işçisi
fashion  moda
file  dosya dolabı, dosya
fireman  itfaiyeci
folder  dosya, klasör, broşür
future  gelecek
interview  görüşme (resmi)
invention  buluş
job  iş
journalist  gazeteci
language  dil
lawyer  avukat
lecture  (üniversitede) ders, konferans
manager  idareci, yönetici
marketing  pazarlama
mechanic  araba tamircisi
member  üye
musical  müzikal
musician  müzisyen
necessity/need  ihtiyaç
nurse  hemşire
opportunity  fırsat
per hour  her saat
plan  plan
poet  şair
possibility  imkan, olanak
printer  yazıcı
profession  meslek
programmer  programcı
project  proje
reporter  gazeteci
sales assistant  satış elemanı
shop  dükkan
soldier  asker
student  öğrenci
study  inceleme, araştırma, çalışma
technician  teknisyen
telephone  telefon
to build  inşa etmek
Foundation tier (continued)

- to organise
- to study
- travel agency
- university
- vet
- volunteer
- wish
- work
- work experience

Higher tier

- aim; goal
- ambition
- answerphone
- artist
- badly paid
- charity
- civil servant
- conference
- database
- dream
- driver
- educational
- employer
- employment
- enclosed
- experienced
- hard disk
- higher education
- impression
- in aid of
- internship
- interview
- job advert
- keyboard
- law (study of the subject)
- link
- medicine (study of the subject)
- model
- part time
- photo model
- plumber
- profession
- programmer
- prospects
- qualification
- qualified
- salary, wages
- signature
- skills
- society
- surgeon
- terms of employment
Higher tier (continued)
to do a course
kurs yapmak
to enclose
iliştirmek
unemployment
işsizlik
vacancy
boş yer, boş oda, açık kadro
voluntarily
gönüllü olarak
voluntary work
gönüllü iş
webmail
web postası
well paid
iyi maaşlı
without pay
ödemesiz

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

Foundation tier
access to
giriş, erişmek, erişim
against
-karşı
animals
hayvanlar
campaign
kampanya
championship
şampiyonluk
charity
yardım Derneği
consul
konsolos
country
ülke, yurt, kır, memleket
earth
yeryüzü
ecological
ekolojik
ecology
ekoloji
effect
etki
electricity
elektrik
energy
enerji
environment
çevre
environmental issues
çevresel sorunlar
festival
festival
for
için
forest
orman
gas
gaz
good cause
iyi nedenler, hayır işi
global
küresel
green
yeşil
hurricane
fırtına
illegal
yasal olmayan
international
uluslararası
international dimension
uluslararası boyut
legal
yasal
music festival
müzik festivali
musical event
müzik olayları, etkinlikleri
natural resources
doğal kaynaklar
population
nüfus
ocean
okyanus
oil
yağ
Olympic games
olimpik oyunlar
organisation
organizasyon
people
halk, insanlar
planet
gezegen
**Foundation tier (continued)**

- political
- politician
- politics; policy
- population
- sporting event
- tiger
- to die
- to live
- to recycle
- world
- World Cup (football)

**Higher tier**

- advantages
- bear
- charity
- climate (adjective)
- coal
- disadvantages
- disaster
- drinking water
- drought
- drugs
- earthquake
- elephant
- environment
- erosion
- field
- flood; flooding
- global warming
- hunger; famine
- international
- island
- lack (of)
- natural resources
- nature
- nylon (carrier bags)
- pesticide
- peace
- plastic
- pollution
- poverty
- protection
- recycling
- rights of man; human rights
- rubbish
- security
- solar power
- species
- sports event
- starving
- threat
- to contaminate
- to pollute

- politik
- politikacı
- politika, siyaset
- nüfus
- spor olayları
- kaplan
- ölmek
- yaşamak
- dönüştürmek
- dünya, alem
- dünya kupası

- avantajlar, yararlar
- ayı
- yardım, hayır
- iklim
- kömür
- dezavantaj
- felaket
- içme suyu
- kuraklık
- ilaç, ecza, uyuşturucu madde
- deprem
- fil
- çevre
- erozyon, toprak kayması, kaybı
- arazi, alan
- sel
- küresel ısınma
- açlık; kıtlık
- uluslararası
- ada
- eksik
- doğal kaynaklar
- doğal
- naylon (poşetler)
- böcek ilacı
- huzur
- plastik
- hava kirliliği
- yoksulluk
- koruma
- geri dönüşüm
- insan hakları
- çöp
- güvenlik
- güneş enerjisi
- tür, çeşit
- spor olayları
- açıklktan ölen
- tehdit, korkutma, gözeği, tehlike
- mikrop bulaştırma
- kirletmek, pisletmek
<table>
<thead>
<tr>
<th>English</th>
<th>Turkish</th>
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</thead>
<tbody>
<tr>
<td>to preserve</td>
<td>korumak, muhafaza etmek, saklamak</td>
</tr>
<tr>
<td>to protect</td>
<td>korumak</td>
</tr>
<tr>
<td>to raise awareness</td>
<td>bilinçlendirmek</td>
</tr>
<tr>
<td>to save, economise</td>
<td>korumak, tasarruf etmek</td>
</tr>
<tr>
<td>to save, rescue</td>
<td>saklamak, kurtarmak</td>
</tr>
<tr>
<td>to sort/separate (e.g. rubbish)</td>
<td>(çöp) ayrıştırmak</td>
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<tr>
<td>to stay in contact</td>
<td>temasta, bağlantıda kalmak</td>
</tr>
<tr>
<td>to survive</td>
<td>hayatta kalmak, sağ kalmak</td>
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<tr>
<td>to threaten</td>
<td>tehdit etmek, gözdağı vermek, korkutmak</td>
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<td>volcano</td>
<td>volkan</td>
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<td>war</td>
<td>savaş</td>
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<td>waste products</td>
<td>atık ürünler</td>
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<tr>
<td>world(-wide)</td>
<td>dünyaca</td>
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</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)  Professor Lee Sing Kong
Chief Education Advisor, Pearson plc  Director, National Institute of Education, Singapore
Bahram Bekhradnia  Professor Jonathan Osborne
President, Higher Education Policy Institute  Stanford University
Dame Sally Coates  Professor Dr Ursula Renold
Principal, Burlington Danes Academy  Federal Institute of Technology, Switzerland
Professor Robin Coningham  Professor Bob Schwartz
Pro-Vice Chancellor, University of Durham  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'.

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:

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.

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.

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## 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 that indicates 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: 603/2691/8</td>
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<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 –1TU0</td>
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<tr>
<td>Paper codes</td>
<td>These codes are provided for reference purposes. Students do not need to be entered for individual papers.</td>
<td>Paper 1: 1TU0/01</td>
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<tr>
<td></td>
<td></td>
<td>Paper 2: 1TU0/02</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Paper 3: 1TU0/03</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Paper 4: 1TU0/04</td>
</tr>
</tbody>
</table>

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Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK’s largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualification website at qualifications.pearson.com. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

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Original origami artwork: Mark Bolitho
Origami photography: Pearson Education Ltd/Naki Kouyioumtzis

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