

GCSE (9-1) Turkish



Specification

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Turkish (1TU0)

First teaching from September 2018

First certification from June 2020

Issue 1

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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.

| Paper 1: Listening and understanding in Turkish (*Paper code: 1TU0/1F and 1H) |
|---|
| <p>Written examination</p> <p>Foundation tier: 35 minutes, including 5 minutes' reading time; 50 marks</p> <p>Higher tier: 45 minutes, including 5 minutes' reading time; 50 marks</p> <p>25% of the total qualification</p> |
| <p>Content overview</p> <p>This paper draws on vocabulary and structures across all the themes and topics.</p> |
| <p>Assessment overview</p> <p>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.</p> <p>Students must answer all questions in both sections.</p> <p>There is no requirement for students to produce written responses in Turkish.</p> <p>Foundation tier</p> <ul style="list-style-type: none">• 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. <p>Higher tier</p> <ul style="list-style-type: none">• Section A is set in Turkish. The instructions to students are in Turkish.• Section B is set in English. The instructions to students are in English. <p>The listening audio files are available on our website.</p> |

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| Paper 2: Speaking in Turkish (*Paper code: 1TU0/2F and 2H) |
| <p><i>Internally conducted and externally assessed</i></p> <p><i>Foundation tier: 7–9 minutes plus 12 minutes' preparation time; 70 marks</i></p> <p><i>Higher tier: 10–12 minutes plus 12 minutes' preparation time; 70 marks</i></p> <p><i>25% of the total qualification</i></p> |
| <p>Content overview</p> <p>This paper draws on vocabulary and structures across all the themes and topics.</p> |
| <p>Assessment overview</p> <p>Students are assessed on their ability to communicate and interact effectively through speaking in Turkish for different purposes and in different settings.</p> <p>There are three tasks which must be conducted in the following order:</p> <p>Task 1 – a role play based on one topic that is allocated by Pearson</p> <p>Task 2 – questions based on a picture stimulus based on one topic that is allocated by Pearson</p> <p>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.</p> <p>The assessments are conducted by teachers in one session within a prescribed assessment window, the recordings are then submitted to Pearson for external marking.</p> |

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| Paper 3: Reading and understanding in Turkish (*Paper code: 1TU0/3F and 3H) |
| <p><i>Written examination</i></p> <p><i>Foundation tier: 50 minutes; 50 marks. Higher tier: 1 hour 5 minutes; 50 marks</i></p> <p><i>25% of the total qualification</i></p> |
| <p>Content overview</p> <p>This paper draws on vocabulary and structures across all the themes and topics.</p> |
| <p>Assessment overview</p> <p>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.</p> <p>Students must answer all questions in each of the three sections:</p> <p>Section A is set in English. The instructions to students are in English</p> <p>Section B is set in Turkish. The instructions to students are in Turkish</p> <p>Section C includes a translation passage from Turkish into English with instructions in English.</p> |

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|---|
| Paper 4: Writing in Turkish (*Paper code: 1TU0/4F and 4H) |
| <p>Written examination</p> <p>Foundation tier: 1 hour 15 minutes; 60 marks</p> <p>Higher tier: 1 hour 25 minutes; 60 marks</p> <p>25% of the total qualification</p> |
| <p>Content overview</p> <p>This paper draws on vocabulary and structures across all the themes and topics.</p> |
| <p>Assessment overview</p> <p>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.</p> <p>Foundation tier – three open-response questions and one translation into Turkish.</p> <p>Higher tier – two open-response questions and one translation into Turkish.</p> |

*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

Paper 1: Listening and understanding in Turkish

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

- First assessment: May/June 2020.
- 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.

- The assessment materials provided by Pearson for all tasks may be accessed by the teacher no more than three days before the student takes the assessment. This is to enable the teacher to prepare for the assessment.
- Students are presented with instructions in English but must communicate entirely in Turkish for the duration of the assessment.
- Assessments are conducted by teachers in one session within a prescribed assessment window and then submitted to Pearson for external marking.
- 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.
- 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:
 - o Task 1 – one role play recommended to last between one to one-and-a-half minutes for 10 marks
 - o Task 2 – one picture-based task recommended to last between two-and-a-half to three minutes for 24 marks
 - o Task 3 – a conversation recommended to last between three-and-a-half to four-and-a-half minutes for 36 marks.

Higher tier assessment time and marks

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

Preparation time

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

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

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

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

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

Task 1 – Role play

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

Teacher cards

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

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

Candidate cards

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

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

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

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

Exemplification of how to apply the role-play mark grid can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in 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

| Mark | Descriptor |
|-------|---|
| 0 | No rewardable material |
| 1–4 | <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• Responds to set questions with frequently developed responses, occasional hesitation, occasional prompting necessary• Frequently effective adaptation of language to describe, narrate and inform in response to the set questions• Expresses opinions and gives justification with some development• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication |

Additional guidance

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

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

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

| Mark | Descriptor |
|------|--|
| 0 | No rewardable material |
| 1–2 | <ul style="list-style-type: none">Limited accuracy when responding to set questions; minimal success when referring to past, present and future eventsIndividual words and phrases are coherent when responding to set questions; high frequency of errors prevent meaning throughout most of the conversation |
| 3–4 | <ul style="list-style-type: none">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 ambiguitySome coherent phrases and sentences within responses to set questions; regular errors prevent coherent overall speech and frequently prevent meaning |
| 5–6 | <ul style="list-style-type: none">Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguityResponses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed |
| 7–8 | <ul style="list-style-type: none">Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguityResponses 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

| Mark | Descriptor |
|-------|---|
| 0 | No rewardable material |
| 1–3 | <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• Communicates information relevant to the topics and questions, with some extended sequences of speech• Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified• Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication |

Additional guidance

Uses language creatively – examples of creative language use are:

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

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

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

Conversation: interaction and spontaneity – Foundation tier

| Mark | Descriptor |
|-------|--|
| 0 | No rewardable material |
| 1–3 | <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• Responds spontaneously to some questions, interacting naturally for parts of the conversation• Sometimes able to initiate and develop the conversation independently, some prompting needed• Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; some hesitation |

Additional guidance

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

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

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

Conversation: linguistic knowledge and accuracy – Foundation tier

| Mark | Descriptor |
|-------|---|
| 0 | No rewardable material |
| 1–3 | <ul style="list-style-type: none">• Uses straightforward, individual words/phrases; limited evidence of language manipulation• Limited accuracy, minimal success when referring to past, present and future events• Individual words and phrases are coherent; high frequency of errors prevent meaning throughout much of the conversation |
| 4–6 | <ul style="list-style-type: none">• Uses straightforward, repetitive, grammatical structures• Occasionally accurate grammatical structures, occasional success when referring to present events, limited success when referring to future or past events, much ambiguity• Some coherent phrases and sentences; regular errors prevent coherent overall speech and frequently prevent meaning |
| 7–9 | <ul style="list-style-type: none">• Manipulates a limited variety of mainly straightforward grammatical structures, minimal use of complex structures• Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity• Sequences of coherent speech although errors occur that often hinder clarity of communication and occasionally prevent meaning being conveyed |
| 10–12 | <ul style="list-style-type: none">• Manipulates grammatical structures with occasional variation, complex structures used but repetitive• Generally accurate grammatical structures, generally successful references to past, present and future events• Generally coherent speech although errors occur that sometimes hinder clarity of communication |

Additional guidance

Complex grammatical structures are considered to be:

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

Straightforward grammatical structures are considered to be:

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

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

Errors that do not **hinder clarity**:

- errors that do not affect meaning, for example 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.

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

Exemplification of how to apply the role-play mark grid can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9-1) in 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

| Mark | Descriptor |
|-------|---|
| 0 | No rewardable material |
| 1–4 | <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• Responds to the set questions with consistently fluent and developed responses• Consistently effective adaptation of language to describe, narrate and inform, in response to the set questions• Expresses opinions with ease and gives fully-developed justification• Pronunciation and intonation are consistently accurate and intelligible |

Additional guidance

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

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

| Mark | Descriptor |
|------|--|
| 0 | No rewardable material |
| 1–2 | <ul style="list-style-type: none">• Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguity• Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed |
| 3–4 | <ul style="list-style-type: none">• Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguity• Responses are generally coherent although errors occur that occasionally hinder clarity of communication |
| 5–6 | <ul style="list-style-type: none">• Predominantly accurate grammatical structures, mostly successful references to past, present and future events in response to the set questions• Responses are predominantly coherent, errors occur but they rarely hinder clarity of communication |
| 7–8 | <ul style="list-style-type: none">• Consistently accurate grammatical structures, successful references to past, present and future events in response to the set questions• Responses are coherent, any errors do not hinder the clarity of the communication |

Additional guidance

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

Errors that do not **hinder clarity**:

- errors that do not affect meaning, for example 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

| Mark | Descriptor |
|-------|--|
| 0 | No rewardable material |
| 1–3 | <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• Communicates detailed information relevant to the topics and questions, consistently extended sequences of speech• Consistently uses language creatively to express and justify a wide variety of individual thoughts, ideas and opinions• Consistently uses a wide variety of vocabulary, including uncommon language, to consistently vary expression for different purposes• Pronunciation and intonation are consistently accurate and intelligible |

Additional guidance

Uses language creatively: examples of creative language use are:

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

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

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

Conversation: interaction and spontaneity – Higher tier

| Mark | Descriptor |
|-------|--|
| 0 | No rewardable material |
| 1–3 | <ul style="list-style-type: none">Occasionally able to respond spontaneously with some examples of natural interaction although often stiltedOccasionally able to initiate and develop responses independently but regular prompting neededOccasionally able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation |
| 4–6 | <ul style="list-style-type: none">Responds spontaneously to some questions, interacting naturally for parts of the conversationSometimes able to initiate and develop the conversation independently, some prompting neededSometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; some hesitation |
| 7–9 | <ul style="list-style-type: none">Responds to most questions spontaneously, resulting in mostly natural interactionMostly able to initiate and develop the conversation independentlyAble to sustain communication throughout most of the conversation, using rephrasing/repair strategies if necessary to continue the flow, occasional hesitation |
| 10–12 | <ul style="list-style-type: none">Responds spontaneously and with ease to questions, resulting in natural interactionConsistently able to initiate and develop the conversation independentlyAble to sustain communication throughout, using rephrasing/repair strategies if necessary to continue the flow |

Additional guidance

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

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

Conversation: linguistic knowledge and accuracy – Higher tier

| Mark | Descriptor |
|-------|---|
| 0 | No rewardable material |
| 1–3 | <ul style="list-style-type: none">Manipulates a limited variety of mainly straightforward grammatical structures, minimal use of complex structuresSome accurate grammatical structures, some successful references to past, present and future events, some ambiguitySequences of coherent speech although errors occur that often hinder clarity of communication and occasionally prevent meaning being conveyed |
| 4–6 | <ul style="list-style-type: none">Manipulates grammatical structures with occasional variation, complex structures used but repetitiveGenerally accurate grammatical structures, generally successful references to past, present and future eventsGenerally coherent speech although errors occur that sometimes hinder clarity of communication |
| 7–9 | <ul style="list-style-type: none">Manipulates a variety of grammatical structures, some variety of complex structuresPredominantly accurate grammatical structures, mostly successful references to past, present and future eventsPredominantly coherent speech; errors occur but they rarely hinder clarity of communication |
| 10–12 | <ul style="list-style-type: none">Manipulates a wide variety of grammatical structures, frequent use of complex structuresConsistently accurate grammatical structures, consistently successful references to past, present and future eventsFully 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

- First assessment: May/June 2020.
- 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

- First assessment: May/June 2020.
- 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

| Mark | Descriptor |
|------|---|
| 0 | No rewardable material |
| 1–2 | <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• Relevant information with occasional extra detail• Uses language to give short descriptions, simple information and opinions with some success• Uses small selection of common, familiar vocabulary and expression with little repetition |

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

| Mark | Descriptor |
|------|--|
| 0 | No rewardable material |
| 1–2 | <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• 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

| Mark | Descriptor |
|------|--|
| 0 | No rewardable material |
| 1–2 | <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• Relevant information given appropriate to the task, basic points made with some development• Uses language mostly with success, to present simple facts, information and to note down key points using simple ideas• Uses independently selected, common, familiar vocabulary and expression with little repetition; goes beyond the language of the stimulus material• Appropriate use of register and style sustained |

Additional guidance

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

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

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

| Mark | Descriptor |
|------|--|
| 0 | No rewardable material |
| 1–2 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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

| Mark | Descriptor |
|-------|---|
| 0 | No rewardable material |
| 1–3 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Communicates information relevant to the task with expansion of key points and ideas Effective adaptation of language to narrate, inform, interest and give convincing personal opinions Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, some examples of uncommon language Appropriate use of register and style throughout with minimal inconsistency |

Additional guidance

Creative language use – examples of creative language use are:

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

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

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

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

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

| Mark | Descriptor |
|------|---|
| 0 | No rewardable material |
| 1–2 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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.

| Mark | Descriptor |
|------|--|
| 0 | No rewardable material |
| 1 | <ul style="list-style-type: none">Meaning partially communicated with errors that hinder clarity or prevent meaning being conveyed |
| 2 | <ul style="list-style-type: none">Meaning fully communicated with occasional errors that do not hinder clarity |

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

| Mark | Descriptor |
|------|---|
| 0 | No rewardable material |
| 1 | <ul style="list-style-type: none">Some words are communicated but the overall meaning of the sentence is not communicated |
| 2 | <ul style="list-style-type: none">The meaning of the sentence is partially communicatedLinguistic structures and vocabulary are mostly accurate with some errors that hinder clarity or prevent meaning being conveyed |
| 3 | <ul style="list-style-type: none">The meaning of the sentence is fully communicatedLinguistic structures and vocabulary are accurate with only occasional errors that do not hinder clarity |

Additional guidance

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

Errors that do not **hinder clarity**:

- errors that do not affect meaning, for example 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

| Mark | Descriptor |
|-------|---|
| 0 | No rewardable material |
| 1–3 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Communicates information relevant to the task with expansion of key points and ideas Effective adaptation of language to narrate, inform, interest and give convincing personal opinions Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, some examples of uncommon language Appropriate use of register and style throughout, with minimal inconsistency |

Additional guidance

Creative language use: examples of creative language use are:

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

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

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

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

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

| Mark | Descriptor |
|------|---|
| 0 | No rewardable material |
| 1–2 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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

| Mark | Descriptor |
|-------|---|
| 0 | No rewardable material |
| 1–4 | <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• Communicates detailed information relevant to the task, with consistently effective development of key points and ideas• Consistently effective adaptation of language to narrate, inform, interest/convince• Creative use of language to express and fully justify a wide range of individual thoughts, ideas and points of view; wide variety of vocabulary and expression, many examples of uncommon language• Consistent use of appropriate register and style throughout |

Additional guidance

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

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

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

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

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

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

| Mark | Descriptor |
|-------|--|
| 0 | No rewardable material |
| 1–3 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Uses a wide variety of grammatical structures, including complex language • Fluent response throughout with extended, well-linked sentences • Consistently accurate language and structures, consistently successful references to past, present and future events; any errors do not hinder the clarity of the communication |

Additional guidance

Complex grammatical structures are considered to be:

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

Straightforward grammatical structures are considered to be:

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

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

Errors that do not **hinder clarity**:

- errors that do not affect meaning, for example 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.

| Mark | Descriptor |
|-------|--|
| 0 | No rewardable material |
| 1–3 | <ul style="list-style-type: none">Meaning of some individual words or phrases is conveyed; frequent omissions/incorrectly communicated words and phrases/mother-tongue interferenceSome straightforward structures are accurate but regular errors prevent meaning of individual phrases/sentences being conveyed |
| 4–6 | <ul style="list-style-type: none">The meaning of the passage is partially communicated, some words and phrases are omitted/incorrectly communicatedLanguage and structures are accurate in some phrases and sentences but some errors prevent meaning being conveyed |
| 7–9 | <ul style="list-style-type: none">The meaning of the passage is mostly communicated, occasional words are omitted/incorrectly communicatedMostly accurate language and structures; errors occur that occasionally hinder clarity and in rare instances prevent meaning being conveyed |
| 10–12 | <ul style="list-style-type: none">The meaning of the passage is fully communicatedConsistently 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: | | % in GCSE |
|----------------|--|-------------|
| AO1 | Listening – understand and respond to different types of spoken language | 25 |
| AO2 | Speaking – communicate and interact effectively in speech | 25 |
| AO3 | Reading – understand and respond to different types of written language | 25 |
| AO4 | Writing – communicate in writing | 25 |
| Total | | 100% |

Breakdown of Assessment Objectives

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

3 Administration and general information

Entries

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

Discount code and performance tables

Students taking the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in 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, the schools and colleges to which they wish to progress 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 which have significant overlap of content. Before embarking on their programmes, students or their advisers who have any doubts about their subject combinations should check with the institution to which they wish to progress.

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.

Foundation and Higher tier

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

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

The first certification opportunity for this qualification will be 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

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Appendix 1: Candidate speaking examination record form (CS2)

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

| | |
|--|---|
| Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Turkish | 1TU0: 2F/2H* (*Please delete as appropriate) |
| Centre name: | Centre number: |

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

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

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

Appendix 2: Grammar list

GCSE students will be expected to have acquired knowledge and understanding of 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: kızcağız, 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, kitabınızı...
- Personal suffix: geldim, gelmişim, gideyim, gitsin...
- Pronominal suffix: ondaki, seninki...

Adjectives

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

2. Determinative adjectives

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

3. Construction of adjectives

- o Simple adjective: beyaz, uzun...
- o Compound adjective: yurtsever, zeytinyağlı, açıkgöz...
- o Derived adjective: kuvvetli, çalışkan, köylü...
- o Intensive adjective: bembeyaz, kıpkırmızı, beyaz beyaz...
- o Multiplex adjective: şekerli, pişmiş
- o 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! Yahu! Sakın!

Verbs

Indicative

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

Subjunctive

- Optative: alayım...
- Desiderative: alsam...
- Necessitative: almalıyım...
- Imperative: alsın, almalısın...

Compound tense

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

Conditional

gelseydim, gelirsem, gelsem, geleydim

Voice

- Active verb: gelmek, gitmek...
- Passive verb: sevmek, 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

getirivermek, götürüvermek

Continuative verbs

uyuyakalmak, bakakalmak

Causative verbs

güldürmek, dinletmek

Verbalia

- Infinitive: aldırmak, gitme zamanı, yerleşmeye, gidişine...
- Participle: -acak/-ecek (yakacak odun/görecek gün), -mış (susamış çocuk), -an/-en (kırılan bacağı/gelen adam), -maz/-mez (utanmaz adam/tükenmez kalem) ...
- Gerund: -a (on kala uyanırım), (-acağı yerde), - eli beri... sessizce... koşarak, görünce
- Since: -li beri, -liden beri
- Rather than - mektense – maktansa
- Unless: -dikçe, -dükçe

Narrative

gitmiştim, gidiyormuşum, gidermişim, gidecekmişiz, gitmeliymişim, gideymişim, gitseymişim

Voice

- Factitive verb: açtırmak, diktirmek, okutturmak...
- Participle: ası (eli kırılınca), - dık (tanıdık yüz)
- Gerund: -a... (-e... -e) (Kendini öve öve bitiremiyor), -acağına (Perhiz yapacağına ne bulsa yiyor.) Hasta olduğu halde okula gitti. Evlendi evleneli buraya gelmez oldu. Odanı istediğin biçimde düzeltebilirsin.
- Anacoluthon (R): ağır ağır çıkacaksın 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

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

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 |
| to depart | ayrılmak, yola çıkmak |
| to describe | tasvir etmek, tanımlamak, betimlemek, anlatmak |
| to die | ölmek |
| to discuss | tartışmak, görüşmek, müzakere etmek |
| to do | yapmak |
| to do a course | kurs yapmak |
| to do cleaning | temizlik yapmak |
| to do gymnastics | cimnastik yapmak |
| to do sport | spor yapmak |
| to do the washing up | bulaşık yıkamak |
| to download | indirmek (bilgisayar) |
| to dream | hayal etmek, rüya görmek |
| to draw | çizmek |
| to drink | içmek |
| to drive | sürmek |
| to drop in | uğramak |
| to dust | toz almak |
| to earn | para kazanmak |
| to eat | yemek yemek |
| to enable | etkinleştirmek |
| to end | bitirmek, bitmek |
| to enjoy | hoşa gitmek, eğlenmek, zevk almak, hoşlanmak |
| to enter/go in | giriş yapmak, girmek |
| to erase, delete | silmek |
| to exchange | değiştirmek, bozdurmak |
| to explain | açıklamak |
| to fail | başaramamak, başarısız olmak |
| to fall | düşmek |
| to fall asleep | uykuya dalmak, uyuya kalmak |
| to feed, nourish | beslemek, doyurmak, bakmak, büyütmek |
| to feel | hissetmek |
| to fill | doldurmak |
| to find | bulmak |
| to find out | öğrenmek, keşfetmek |
| to fine | ceza kesmek/yazmak |
| to finish | bitirmek |
| to fish/to go fishing | balık tutmak / balık tutmaya gitmek |
| to fit into (a place) | sığmak |
| to fly | uçmak |
| to follow | takip etmek |
| to forget | unutmak |
| to forgive | affetmek |

Common verbs (continued)

| | |
|-------------------------------------|--|
| to gather | toplanmak |
| to get angry | kızmak |
| to get dressed | giyinmek |
| to get in/on (bus, car, train) | bir araca binmek (otobüs, araba, tren) |
| to get off (bus, car, train) | araçtan inmek (otobüs, araba, tren) |
| to get undressed | giysileri üzerinden çıkarmak, soyunmak |
| to get up | kalkmak |
| to give | vermek |
| to give back | geri vermek |
| to go | gitmek |
| to go down | aşağıya doğru gitmek/inmek |
| to go for a walk | yürüyüşe çıkmak |
| to go out | dışarı gitmek |
| to go shopping | alışverişe gitmek |
| to go to bed | yatağa, yatmaya gitmek |
| to go up | yukarı çıkmak |
| to grow | büyümek, yetiştirmek |
| to guarantee | garanti etmek, güvence vermek |
| to hang (e.g something on the wall) | (örn. bir şeyi duvara) asmak |
| to harm/damage | zarar vermek |
| to hate | nefret etmek |
| to have a picnic | piknik yapmak |
| to have breakfast | kahvaltı yapmak |
| to have lunch | öğle yemeği yemek |
| to have dinner/supper | akşam yemeği yemek |
| to hear | duymak |
| to help | yardım etmek |
| to hesitate | çekinmek |
| to hike | uzun yürüyüş yapmak |
| to hire | kiralamak |
| to hit | vurmak |
| to hold | tutmak |
| to hope | umut etmek |
| to hurry | acele etmek |
| to improve | gelişmek, ilerlemek |
| to inform | bildirmek, bilgilendirmek |
| to intend | niyet etmek, kastetmek |
| to interest | ilgilendirmek |
| to introduce (a person) | birini tanıtmak/tanıştırmak |
| to invite | davet etmek, çağırmak |
| to iron | ütülemek |
| to jump | atlamak |
| to justify | doğrulamak, haklı çıkarmak, savunmak |
| to knock | vurmak, kapı çalmak |
| to knock over | çarpmak, çarpıp devirmek |
| to know | bilmek |
| to know how to | nasıl yapıldığını bilmek |
| to land | konmak, (havadan) yere inmek |
| to last | sürmek (zaman), devam etmek, dayanmak |
| to laugh | gülmek |
| to learn | öğrenmek |
| to leave | terk etmek, ayrılmak |
| to leave (behind) | 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 çalıştırmak |
| to like | beğenmek |
| to listen | dinlemek |
| to live | yaşamak |
| to look after/mind (child, dog) | birine (bir çocuğa, 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 | arabayı 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 | yazdırmak |
| to produce | üretmek |
| to pronounce | telaaffuz 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 ödemek |
| to regret, be sorry | pişman olmak, üzgün olmak |
| to remain | kalmak, durmak, olduğu gibi durmak |

Common verbs (continued)

to remember
to repair
to repeat
to replace
to reply
to research
to reserve
to rest
to return; to go back
to revise
to ride (a bicycle, motorcycle)
to ride a horse
to ring (a bell)
to row
to run
to sail
to save
to say
to see
to seem
to sell
to send
to serve
to set the table
to share
to show
to sign
to sing
to sit
to sit (an exam)
to skate
to ski
to skive/to skip/bunk lessons
to sleep
to smell
to smile
to smoke
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

hatırlamak, anımsamak
tamir etmek, onarmak
tekrarlamak
yenisiyle değiştirmek, yerini almak
cevap/yanıt vermek
araştırma yapmak
yer ayırtmak
dinlenmek
geri dönmek/gitmek
tekrarlamak, gözden geçirmek
sürmek
atı sürmek, ata binmek
(zil) çalmak
kürek çekmek
koşmak
yelkenle açılmak
biriktirmek, saklamak, kurtarmak
söylemek
görmek
görünmek
satmak
göndermek
hizmet etmek, servis yapmak
sofrayı kurmak
paylaşmak
göstermek
imzalamak
şarkı söylemek
oturmak
sınava girmek
paten kaymak
kaymak, kayak yapmak
okuldan kaçmak/ okulu kırmak
uyumak
kokmak
gülümsemek
sigara içmek, fümelemek
sosyalleşmek
(bir problemi) çözmek
(örn. çöp) ayırmak, ayrıştırmak
konuşmak
(para) harcamak
(zaman) geçirmek
yaymak, yayılmak
ayakta durmak
ayağa kalkmak
çalmak
durmak, durdurmak
dolaşmak, yürüyüşe çıkmak
(ders) çalışmak
önermek
güneşlenmek, güneş banyosu yapmak
desteklemek

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) | uçağın kalkması |
| to taste | 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 thank | teşekkür etmek |
| to think (about) | (bir şey hakkında) düşünmek |
| to throw | fırlatmak, 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, uğraşmak |
| 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 | ağırlık yapmak, ağırlığı olmak |
| to whisper | fısıldamak |
| to win | kazanmak |
| to wish | istemek, dilemek |
| to work | çalışmak |
| to write | yazmak |

Common adjectives

| | |
|------------------------------|---------------------------------|
| active | hareketli, etken |
| alike; the same | benzer |
| any sort of | herhangi bir çeşit |
| bad | kötü |
| better | daha iyi |
| big, large | büyük, geniş |
| boring | sıkıcı |
| cheap | ucuz |
| clean | temiz |
| complicated | karışık, karmaşık |
| cosy | rahat, sıcak, samimi |
| crowded | kalabalık |
| dangerous | tehlikeli |
| dark (colour) | koyu (renk) |
| dirty | kirli |
| easy | kolay |
| entertaining | eğlendirici |
| every | her |
| excellent | mükemmel |
| exciting | heyecanlı |
| expensive | pahalı |
| fair (just) | adil |
| famous | ünlü, meşhur |
| fashionable | moda |
| fast | hızlı |
| fat | şişman |
| favourite | favori, en çok beğenilen |
| foreign | yabancı |
| former | önceki |
| fortunate | şanslı |
| free (at no cost) | bedava |
| free (unoccupied, available) | boş, kullanılmayan |
| friendly | arkadaş canlısı, arkadaşça |
| frightening | korkutucu |
| full | dolu |
| fun; amusing | eğlenceli |
| funny (comical) | komik |
| generous | cömert |
| good | iyi |
| good (well behaved) | terbiyeli |
| grateful | minnettar |
| great | harika |
| happy | mutlu |
| hard (not soft) | sert (yumuşak olmayan) |
| hard (difficult) | zor |
| hardworking | çalışkan |
| harmful | zararlı |
| healthy (food/way of life) | sağlıklı (yiyecek/ yaşam tarzı) |
| heavy | ağır |
| high; tall (building) | yüksek (bina) |
| honest | dürüst |
| hot | sıcak |
| huge | büyük, kocaman |

Common adjectives (continued)

| | |
|---------------------|---------------------------|
| ideal | ideal, ülkü, mükemmel |
| ill | hasta |
| important | önemli |
| in a good mood | keyifli, neşeli |
| independent | bağımsız |
| intelligent; clever | zeki, akıllı |
| interesting | ilginç |
| jolly, happy | neşeli, mutlu |
| kind | çeşit |
| last | son, geçen |
| lazy | tembel |
| light (colour) | açık (renk) |
| light (weight) | hafif |
| long | uzun |
| lost | kayıp |
| loud | yüksek (ses) |
| magnificent | muhteşem |
| main | ana |
| marvellous | harika |
| modern | modern, çağdaş |
| narrow | dar |
| naughty | yaramaz |
| necessary, needed | gerekli, lüzumlu |
| negative | olumsuz |
| new | yeni |
| next | gelecek |
| nice; likeable | hoş, sevilen |
| noisy | gürültülü |
| normal | normal |
| old | yaşlı |
| older | daha yaşlı |
| old (former) | önceki, eski |
| old fashioned | modası geçmiş |
| open | açık |
| optimistic | iyimser |
| original | özgün, orijinal |
| other | diğer |
| patient (im-) | sabırlı (sabırsız) |
| peaceful | huzurlu, sakin |
| pessimistic | iyimser |
| pleasant, nice | hoş, güzel |
| pleased | memnun |
| polite (im-) | kibar (kaba) |
| poor | fakir |
| popular | popüler, beğenilen |
| positive | olumlu |
| practical | pratik |
| pretty | güzel |
| quiet | sessiz |
| ready | hazır |
| real | gerçek |
| reasonable | makul, mantıklı, akıllıca |
| recent | en son, yakında olmuş |

Common adjectives (continued)

| | |
|--------------------|------------------------------------|
| reliable | güvenilir |
| responsible | sorumlu |
| rich | zengin |
| sad | kederli |
| safe | emniyetli |
| same | aynı |
| selfish | bencil |
| serious | ciddi |
| short | kısa |
| short (person) | kısa boylu (kişi) |
| silent | sessiz |
| silly | aptal, budala |
| situated | yerleşmiş, bulunan |
| slow | yavaş |
| small | küçük |
| soft | yumuşak |
| splendid | harika |
| strange | garip, tuhaf |
| strict | sert, titiz |
| strong | kuvvetli |
| suitable | uygun |
| surprised | şaşırmış |
| talkative | konuşkan |
| terrible | berbat |
| thin, slim | ince, zayıf |
| tired | yorgun |
| traditional | geleneksel |
| typical | tipik |
| ugly | çirkin |
| unfair | haksız, adaletsiz |
| unhappy | mutsuz |
| unhealthy | sağlıksız |
| unique | eşsiz |
| unpleasant | hoş olmayan, nahoş, tatsız |
| useful | yararlı |
| useless | yararsız |
| valuable | değerli |
| various | çeşitli |
| weak | zayıf |
| well known, famous | tanınmış ünlü |
| wet | ıslak |
| wise | akıllı, tedbirli, bilge, tecrübeli |
| wonderful | harika |
| worse | daha kötü |
| young | genç |
| younger | daha genç |

Common adverbs

| | |
|-------------------------|--|
| (for) a long time | uzun zamandan beri |
| again | tekrar |
| almost | hemen hemen |
| already | zaten, halen, şimdiden |
| also | aynı zamanda |
| always | daima |
| approximately | yaklaşık olarak |
| badly | kötü bir şekilde |
| better | daha iyi |
| cheap(ly) | ucuzca |
| completely | tamamen |
| constantly/continuously | sürekli |
| down (there) | aşağıda |
| earlier | daha evvel |
| early | erken |
| especially | özellikle |
| everywhere | her yerde |
| fairly; quite | oldukça |
| fortunately/(un-) | neyse ki, şans eseri/(maalesef, ne yazık ki) |
| hardly | zorla, güçlkle, hemen hemen |
| here | burada, buraya |
| inexpensive(ly) | ucuzca |
| later | daha sonra |
| loud(ly) | yüksek sesle |
| never | asla |
| normally | çoğunlukla, normalde |
| not yet | henüz değil |
| nowhere | hiçbir yerde |
| often | sık sık |
| only, just | sadece |
| over there | orada |
| perhaps | belki |
| possibly | mümkün |
| quick(ly) | çabuk, çabucak, çabukça |
| rarely | arada sırada |
| rather | oldukça, -den çok, tercih etmek |
| recently | son zamanlarda |
| regularly | düzenli olarak |
| similarly | benzer şekilde |
| simply | basit olarak |
| slowly | yavaşca |
| sometimes | bazen |
| somewhere | herhangi bir yerde |
| soon | yakında |
| still | hala |
| straight away | hemen |
| there | orada, oraya |
| together | birlikte |
| too | de, da |
| up (there) | yukarıda |
| usually | genellikle, |
| very | çok |
| well | iyi |
| worse | daha kötü |

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
under
until
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
arkasında
arasında
-den uzakta
-den -dan
içinde
önünde
arka planda
ön planda
-nin ortasında
yanında, yakınında, -e yakın
bitişğinde
üstünde; -de, -da
üstüne, üstünde
karşısında, karşıt, zıt
dışarıda
boyunca, içinden, bir yanından öbür yanına
-e, -a/-ye, -ya
-e doğru
altında
-e kadar
ile

siyah
lacivert, koyu mavi
açık mavi
kahverengi
kestane rengi
koyu
yeşil
gri
kır (saç)
açık
turuncu, portakal rengi
pembe
mor, eflatun
kırmızı
kızıl
beyaz
sarı

Numbers

| | |
|---------------|--------------|
| 1 | bir |
| 2 | iki |
| 3 | üç |
| 4 | dört |
| 5 | beş |
| 6 | altı |
| 7 | yedi |
| 8 | sekiz |
| 9 | dokuz |
| 10 | on |
| 11 | on bir |
| 12 | on iki |
| 13 | on üç |
| 14 | on dört |
| 15 | on beş |
| 16 | on altı |
| 17 | on yedi |
| 18 | on sekiz |
| 19 | on dokuz |
| 20 | yirmi |
| 21 | yirmi bir |
| 22 | yirmi iki |
| 23 | yirmi üç |
| 24 | yirmi dört |
| 25 | yirmi beş |
| 26 | yirmi altı |
| 27 | yirmi yedi |
| 28 | yirmi sekiz |
| 29 | yirmi dokuz |
| 30 | otuz |
| 31 | otuz bir |
| 32 etc | otuz iki vs. |
| 40 | kırk |
| 50 | elli |
| 60 | altmış |
| 70 | yetmiş |
| 80 | seksen |
| 90 | doksan |
| 100 | yüz |
| 101 | yüz bir |
| 120 | yüz yirmi |
| 200 | iki yüz |
| 1000 | bin |
| 1100 | bin yüz |
| 2000 | iki bin |
| 1.000.000 | bir milyon |
| 2.000.000 | iki milyon |
| 1.000.000.000 | bir milyar |

Ordinal numbers

first
second
third
fourth
fifth
sixth
seventh
eighth
ninth
tenth
eleventh
twelfth
twenty first

birinci
ikinci
üçüncü
dördüncü
beşinci
altıncı
yedinci
sekizinci
dokuzuncu
onuncu
onbirinci
yirminci
yirmi birinci

Quantities and measures

a bottle
a box
a few
a jar
a kilo
a litre
a little
a lot
a packet
a piece
a slice
about a hundred
centimetre
enough
gramme
half
kilometre
less
majority
many
metre
more
not much/not many
percent(age)
quantity
quarter
several
some
third
too
weight

bir şişe
bir kutu
bir kaç tane
bir kavanoz
bir kilo
bir litre
biraz
çok
bir paket
bir parça
bir dilim
yaklaşık yüz
santimetre
yeterli
gram
yarım
kilometre
daha az
çoğunluk
birçok
metre
daha
çok fazla değil
yüzde
nicelik, miktar
çeyrek
birçok
bazı
üçüncü, üçte
dahi, de, da
ağırlık

Some useful connecting words

also
although
and
as, since
because
because of
but
either... or...
even
even though
finally
first of all
from the viewpoint of
however
if
in order to
in terms of
it is obvious
moreover
neither... nor...
or
perhaps
so
then
then, next
therefore
this is, here is
whether, if

dahi, de, da
rağmen
ve
-den beri
çünkü
yüzünden
ama
ya ... ya da ...
bile
...rağmen
sonunda
herşeyden önce
bakış açısı
ama, bununla birlikte, ancak
eğer
-mek için, -mek amacıyla
açısından, bakımından
açıkça, aşikâr
ayrıca, bundan başka
ne ... ne de ...
yoksa
belki
bu yüzden, bundan dolayı
sonra
ondan/daha sonra
bundan dolayı
burada
-meyip ... -mediği ... , -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

az önce
sonra
zaten
daima
-olur -olmaz
geceleyin
aynı zamanda
başlangıçta
önce
gündüz
gün
boş gün (tatil günü)
esnasında
erken
akşamleyin
her gün
on beş gün
-den
zaman zaman
saat
derhâl
öğleden sonra
akşamleyin
sabahleyin
geceleyin
dün gece (gece esnasında)
dün gece (dün akşam)
geç
daha sonra
öğle
gece yarısı
dakika
sabah
gece
şimdi
zamanında
bir kez
bir defasında, bir gün
süre
-den beri
yakında
öbür gün, yarından sonra
önceki gün, dünden önce
bir gün/gece önce
yarın, ertesi gün, daha sonraki gün
zaman, vakit
bugün
yarın
iki kez
hafta
hafta sonu
saat kaç?
yıl/yıllar
dün

Times of day

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

sabah 1
öğleden sonra 1
akşam dokuz
13.00
saat tam ikide
saat.....sıralarında/sularında
(saat) üçü beş geçiyor
(saat) üçe beş var
(saat) dokuz buçuk
(saat) dördü on geçiyor
(saat) dörde on var
(saat) altıya çeyrek var
(saat) yediyi çeyrek geçiyor

Days of the week

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

pazartesi
salı
çarşamba
perşembe
cuma
cumartesi
pazar
pazartesi günü
pazartesi sabahı
pazartesi akşamı
pazartesi günleri
her pazartesi

Months and seasons of the year

month
January
February
March
April
May
June
July
August
September
October
November
December
season
autumn (in)
spring (in)
summer (in)
winter (in)

ay
ocak
şubat
mart
nisan
mayıs
haziran
temmuz
ağustos
eylül
ekim
kasım
aralık
mevsim
sonbahar/güz
ilkbahar
yaz
kış

Question words

(at) what time?
from where?
how much, how many?
how?
to there?
to where?
what colour?
what is it like?
what/which?
what?
when?
where?
who?
why?

saat kaçta?
nereden?
kaç tane, ne kadar?
nasıl?
oraya mı?
nereye?
ne renk?
ne gibi, neye benzer?
ne/hangisi?
ne?
ne zaman
nereye?
kim?
neden, niçin?

Other useful expressions

all the better
false (this is)
finally, ultimately
good luck
great!
here is/are
how do I get (to)?
how do you spell that?
I don't know
I don't mind
I don't understand
if only
I like it
I'm fine; it's OK
I've had enough
in my opinion
in my view
it annoys me
it depends
it doesn't matter
it makes me laugh
it's all the same to me
of course
okay (in agreement)
once again
one of the following
personally
so much the better
so so
sure
that doesn't interest me
that's enough
there is/are
too bad, what a shame
true (this is)
well done!
what does that mean?
with pleasure

daha iyi
sahte
sonunda, nihayet, eninde sonunda
iyi şanslar
harika!
buyurun
(-ya/-ye) nasıl gidebilirim?
bunun harflerini söyler misin?
bilmiyorum
farketmez
anlamıyorum
keşke
(onu) beğendim, beğenirim
iyiyim; her şey yolunda
yeter artık!
bence, fikrimce, benim fikrime göre
bana göre, benim bakış açım göre
o canımı sıkıyor
ona bağlı
sorun değil
o beni güldürür
benim için farketmez
elbette
tamam, kabul
bir kez daha
bundan sonraki biri
kişisel olarak, şahsen
ne kadar fazla olursa o kadar iyi
şöyle böyle
emin
beni ilgilendirmiyor
bu kadar yeter
vardır
çok kötü, ne yazık/ne ayıp
bu gerçek
aferin!
bu ne anlama geliyor?/bu ne demek?
memnuniyetle, zevkle

Other useful expressions (continued)

you are not allowed to
you can (one can)
you must (one must)

yapmanıza izin yok
yapabilirsin, kişiler yapabilirler
yapmalısın, kişiler yapmalı

Other high-frequency words

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

olarak, benzer
son
herkes
herşey
-nin dışında
sayı
örneğin, mesela
Bayan, Hanım, Hanımefendi
Bay, Bey, Beyefendi
sayı
numara (örn. Telefon numarası)
fikir, görüş
neden, sebep, gerekçe
herhangi biri
herhangi birşey
şu
eşya
kez, kere, defa
tip, tür, çeşit
ile, -le, -la
-siz, siz, suz, süz

Countries (including neighbouring countries)

Albania
Armenia
Australia
Austria
Azerbaijan
Belarus
Belgium
Bosnia Herzegovina
Bulgaria
Canada
China
Cyprus
Denmark
Egypt
England
Estonia
Finland
France
Georgia
Germany
Great Britain
Greece
Holland
Hungary
India

Arnavutluk
Ermenistan
Avustralya
Avusturya
Azerbaycan
Beyaz Rusya
Belçika
Bosna Hersek
Bulgaristan
Kanada
Çin
Kıbrıs
Danimarka
Mısır
İngiltere
Estonya
Finlandiya
Fransa
Gürcistan
Almanya
Büyük Britanya
Yunanistan
Hollanda
Macaristan
Hindistan

Countries (including neighbouring countries) (continued)

| | |
|--------------------------------|-----------------------------------|
| Iraq | Irak |
| Iran | İran |
| Ireland | İrlanda |
| Israel | İsrail |
| Italy | İtalya |
| Japan | Japonya |
| Kazakhstan | Kazakistan |
| Latvia | Latviya |
| Lebanon | Lübnan |
| Lithuania | Litvanya |
| Macedonia | Makedonya |
| Netherlands | Hollanda |
| Northern Ireland | Kuzey İrlanda |
| Norway | Norveç |
| Palestine | Filistin |
| Poland | Polonya |
| Portugal | Portekiz |
| Romania | Romanya |
| Russia | Rusya |
| Scotland | İskoçya |
| Serbia | Sırbistan |
| Spain | İspanya |
| Sweden | İsveç |
| Switzerland | İsviçre |
| Syria | Suriye |
| Turkey | Türkiye |
| Turkmenistan | Türkmenistan |
| Ukraine | Ukrayna |
| United Kingdom | Birleşik Krallık |
| United States of America (USA) | Amerika Birleşik Devletleri (ABD) |
| Uzbekistan | Özbekistan |
| European Union (EU) | Avrupa Birliği (AB) |
| Wales | Galler |

Continents

| | |
|---------------|---------------|
| Africa | Afrika |
| Asia | Asya |
| Australasia | Avustralasya |
| Europe | Avrupa |
| North America | Kuzey Amerika |
| South America | Güney Amerika |

Nationalities

Albanian
American
Armenian
Austrian
Azerbaijani
Belorussian
Belgian
Bosnian
British
Bulgarian
Canadian
Chinese
Danish
Dutch
Egyptian
English
Estonian
European
French
Georgian
German
Greek
Hungarian
Indian
Iraqi
Iranian
Irish
Israeli
Italian
Kazakh
Latvian
Lebanese
Lithuanian
Macedonian
Pole (Polish)
Paletinian
Russian
Romanian
Scottish
Serbian
Spanish
Swiss
Syrian
Turkmen
Turkish
Ukrainian
Uzbek
Welsh

Arnavut
Amerikalı
Ermenistanlı
Avusturyalı
Azerbaycanlı
Beyaz Rus
Belçikalı
Boşnak
Britanyalı
Bulgaristanlı
Kanadalı
Çinli
Danimarkalı
Hollandalı
Mısırlı
İngiliz
Estonyalı
Avrupalı
Fransız
Gürcü
Alman
Yunanlı
Macar
Hintli
Iraklı
İranlı
İrlandalı
İsrailli
İtalyan
Kazak
Latviyalı
Lübnanlı
Litvanyalı
Makedonyalı
Polonyalı, Leh
Filistinli
Rus
Romanyalı
İskoç
Sırp
İspanyol
İsviçreli
Suriyeli
Türkmen
Türk
Ukraynalı
Özbek
Galli

Areas/mountains/seas/places

Anatolia
Atatürk's Mausoleum
east
Mount Ararat
north
Pacific Ocean
poles
polar circle
region
Sakarya River
south
the Aegean Sea
the Black Sea
the Bosphorus
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

Anadolu
Anıtkabir
doğu
Ağrı Dağı
kuzey
Pasifik Okyanusu
kutuplar
kutup dairesi
bölge
Sakarya Irmağı
güney
Ege Denizi
Karadeniz
Boğaziçi
Manş Tüneli
Manş Denizi
Akdeniz
Orta Doğu
Marmara Denizi
Uzak Doğu
Toros Dağları
Trakya
Van Gölü
batı

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?

en iyi dileklerle
Affedersiniz, özür dilerim, kusura bakmayın
hoşça kalın!
ne dediniz, tekrarlar mısınız lütfen?
bir şey değil
tünaydın
iyi akşamlar
günaydın
hoşça kalın, allahaismarladık
iyi geceler
iyi yolculuklar
merhaba
alo (telefonda)
yardım edin!
selam!
nasılsınız
..... zamanı geldi
Affedersiniz? Pardon?
zevktir
saat 6'da buluşalım
buluşma; buluşma yeri
kabus gibi, korkunç!
hayır, teşekkür ederim
tabii, elbette
geç
görüşmek üzere, görüşürüz
yakında görüşmek üzere
yarın/ cuma günü görüşürüz
üzgünüm, affedersiniz
(çok) teşekkür ederim
sorun/problem değil/ tamamdır
isminiz nedir?

Language used in dialogues and messages

address
area code
call me (informal/formal)
dial the number
email
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

adres
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
kısık mesaj
ton, ses

Language used in dialogues and messages (continued)

| | |
|--------------|---------------|
| voice mail | sesli mesaj |
| wait | bekle(yin) |
| wrong number | yanlıř numara |

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 | 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 atıştırmalık yiyecek |
| first courses, starters | iştah açıcılar, başlangıçlar |
| fish | balık |
| fizzy water | gazlı maden suyu |
| fresh | taze |
| food | yiyecek, gıda |
| fork | çatal |
| fruit | meyve |
| fruit juice | meyve suyu |

Foundation tier (continued)

glass
grapes
hamburger
honey
hot chocolate
ice cream
ice-cream shop
jam
knife
lemon
lemonade
lettuce
life
lunch
meal
meat
menu
milk
yoghurt drink
mineral water
money
mushroom
napkin
oil
omelette
onion
orange
packet
pancakes
pasta
peach
pear
peas
pepper
pineapple
pizza
pitta
plate
portion
potato
price
raspberry
restaurant
rice
roll
salt
sandwich
sausages
service
snack
soup
spoon
strawberry

bardak
üzüm
hamburger
bal
sıcak çikolata, sütlü kakao
dondurma
dondurmacı
reçel
bıçak
limon
limonata
kivırcık salata
hayat, yaşam
öğle yemeği
yemek
et
yiyecek listesi, menü
süt
ayran
maden suyu
para
mantar
peçete
yağ
omlet
soğan
portakal
paket
krep
makarna
şeftali
armut
bezelye
biber
ananas
pizza
pide
tabak
porsiyon
patates
fiyat
ahududu, frambuaz
restoran, lokanta
pirinç, pirinç pilavı
sandviç ekmeği, yuvarlak küçük ekmek
tuz
sandviç
sucuk
servis
atıştırmalık
çorba
kaşık
çilek

Foundation tier (continued)

| | |
|-----------------------|------------------------|
| steak | biftek |
| still water | gazsız su |
| sugar | şeker |
| supermarket | süpermarket |
| supper | akşam yemeği |
| sweet | tatlı |
| sweet (tasting) | (tadının) tatlı olması |
| sweet course, dessert | tatlı (yemekten sonra) |
| table | masa |
| 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 | iştah |
| choice | seçim |
| chop (e.g. lamb) | pirzola |
| cooked | pişmiş |
| cream | krema |
| duck | ördek |
| fried egg | kızarmış yumurta |
| garlic | sarımsak |
| grapefruit | greyfurt |
| homemade | ev yapımı |
| jar | kavanoz |
| lamb | kuzu eti |
| main course | ana yemek |
| margarine | margarin |
| mayonnaise | mayonez |
| meat parcels | mantı |
| medium | orta |
| mince | kıyma |
| mixed | karışık |
| mustard | hardal |
| natural, organic food | doğal, organik yiyecek |
| noodles | şehriye |
| nuts | fındık |
| pastrami | pastırma |
| pastries | börek |
| roll (bread) | ekmek |
| salami, cooked sausage | salam, pişmiş sosis |
| salmon | somon balığı |
| sauce | sos |
| sea food | deniz ürünleri |
| self-service | açık büfe |
| service | servis, hizmet |
| sideboard, dresser | büfe |
| slice | dilim |
| speciality | özellik, uzmanlık |
| table cloth | masa örtüsü |
| tarhana (traditional Turkish soup) | tarhana çorbası |
| tip (money) | bahşiş |
| to order | sipariş vermek |
| towel | havlu |
| turkey | hindi |
| vegetarian | vejeteryan, etyemez |
| vinegar | sirke |

Identity and culture: what my friends and family are like

Words relating to dress and style

Foundation tier

| | |
|------------------|-------------------------|
| belt | kemer |
| blouse | bluz |
| boots | bot |
| bracelet | bilezik |
| cap | başlık, şapka, kep |
| clothes | giysiler |
| clothes shop | giysi dükkanı |
| coat/overcoat | palto |
| dress | elbise, entari |
| dressed in | giyinmiş |
| fashion | moda |
| flowers | çiçekler |
| glove | eldiven |
| hairdressers | berber, kuaför |
| handbag | el çantası |
| hat | şapka |
| jacket | ceket |
| jeans | kot pantolon |
| jumper | kazak |
| makeup | makyaj |
| pants | pantolon, külot (erkek) |
| pyjamas | pijama |
| ring | yüzük |
| rucksack | sırt çantası |
| scarf | eşarp, atkı |
| shirt | gömlek |
| shoes | ayakkabı |
| shorts | şort |
| size | beden ölçüsü, ölçü |
| skirt | etek |
| small | küçük |
| smart | şık |
| socks | çoraplar |
| sportsman | sporcu adam |
| sportswoman | sporcu kadın |
| style | stil |
| suit | takım elbise |
| sweater | kazak |
| swimming costume | mayo |
| T-shirt | tişört |
| tie | kravat |
| tracksuit | eşofman |
| trainers | spor ayakkabı |
| trousers | pantolon |
| umbrella | şemsiye |
| uniform | ünifforma |
| vest | yelek |
| watch | saat |

Higher tier

| | |
|----------------------|--------------------|
| brand, label | marka |
| cardigan | hırka |
| cotton | pamuklu |
| fashionable | modaya uygun |
| heel | topuk |
| leather | deri |
| lipstick | ruj |
| loose (i.e. too big) | bol (büyük, geniş) |
| neat | 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 |
| bed | yatak |
| bed (linen) | yatak takımı |
| bedroom | yatak odası |
| bedside cabinet | komodin |
| bird | kuş |
| birthday | doğum günü |
| birthplace | doğumyeri |
| block (of flats) | apartman |
| blond/e | sarışın |
| body | vücut |
| boy | erkek çocuk |
| brother | erkek kardeş |
| brothers and sisters, siblings | kardeş (kız veya erkek) |
| brunette | esmer |
| cat | keci |
| chair | sandalye, iskemle |
| character, personality | karakter, kişilik |
| child | çocuk |
| children | çocuklar |

Foundation tier (continued)

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

Foundation tier (continued)

| | |
|--------------------------------|-----------------------------------|
| life | yaşam, hayat |
| living room, front room | oturma odası |
| male | erkek, bay |
| man | adam |
| mother | anne |
| mouse | fare |
| moustache | bıyık |
| mouth | ağız |
| mum | anne |
| neck | boyun |
| neighbour | komsu |
| nice, pleasant | hoş, güzel |
| normal | normal, olağan |
| nose | burun |
| old | eski |
| older | daha yaşlı |
| oldest (brother/sister) | en büyük (ağabey/abla/kız kardeş) |
| 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 kardeş |
| 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 |
| teenager | 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
turtle
ugly
uncle
visit
wife
woman
young
younger
youngest
youth

diş
kaplumbağa
çirkin
amca
ziyaret
karı, eş
kadın
genç
daha genç
en genç
gençlik

Higher tier

acquaintance
alone
argument
brave, adventurous
career
carpet
celebrity
character (in film, etc)
character trait
character, nature
charming
communication, contact
crazy
discrimination
elbow
elderly
enchanted, fascinated
enthusiasm
example
faith (religious)
famous
feeling
furnished
gender, sex
habit
hall (in house)
honest
husband
invitation
irritable
knee
lazy
lively
loft
loyal, faithful
married
meeting
member of the family
mirror
mood

tanıdık
yalnız
münakaşa, tartışma
cesur, maceracı
kariyer
halı
ünlü, meşhur (kişi)
karakter (film, roman vs)
karakter özellikleri
karakter, doğa
çekici, cazibeli
iletişim
çılgın
ayrımcılık
dirsek
yaşlı
büyülenmek
coşku, heves
örnek
inanç (dini)
ünlü, tanınmış
duygu
mobilyalı
cinsiyet
alışkanlık
hol (evde)
dürüst
koca
davet
sinirli
diz
tembel
canlı
çatı arası
sadık, vefalı
evli
toplantı
aile üyeleri
ayna
ruh hali, 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

yaşlı
yaşlılar evi
emekli
yerleşim bölgesi
ırkçı
mantıklı
ilişki
akraba
güvenilir
sauna
görünmek
kendi kendime/ne vs.
bencil
mizah anlayışı
hassas, duyarlı, duygulu
benzer
çalışma masası
asık yüz
gözden geçirmek, anket için soru sormak
ince, zarif
dikkate almak, hesaba katmak
iyi geçinmek
saygı duymak
korkutmak, tehdit etmek
anlayış
işsiz
haftalık
istenen
yaşam biçimi

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

haberler
gece kulübü
opera
orkestra
katılımcı
parti
fotoğraf
piyano
masa tenisi, pin pon
çalıcı/çalan (müzik aleti)
pop müzik
program, yayın
rap
okuma
rock müzik
örnek kişi
romantik
ragbi
saksafon
bilim kurgu filmi
heykel
dizi film
gösteri (tiyatro, dans vs.)
gösteri
paten, kayak
kayak
sosyalleşme
spor
spor alanı
sporcu, neşeli, gösterişli
casus, dedektif filmi
duvar tenisi
sörf yapmak
yüzmek
takım
televizyon
tenis
tema
gerilim
kutlamak
spor yapmak
egzersiz yapmak
balık tutmak, balığa gitmek
evlenmek
yüzmek
köpeği dolaştırmak
bir şeye katılmak, dahil olmak
oyuncak
televizyon kanalı
video kamerası
video/ bilgisayar oyunu
keman
voleybol

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
birlik, cemiyet, spor ligi
boş zaman
melodi
dağ bisikleti
dağcılık
oyun (piyes)
zevk
cep harçlığı
ödül, mükâfat
hakem
eleştiri
ata binmek
tekerlekli paten
yelkencilik
şarkıcı
dizi filim
şarkı
hoparlörler
sahne
alt yazılar
masa tenisi
dinlenmek
yaratmak
uzun, çetin yürüyüş yapmak
bir şey yapmakla meşgul olmak
tekerlekli paten yapmak
gol atmak
turnuva
eğitim, antrenman, idman
trampet
unutulmaz
izleyici, seyirci
rüzgar sörfü
yazar
Xbox oyun konsolu
gençlik kulübü

Identity and culture: using social media

Foundation tier

| | |
|-------------------|--------------------------------|
| advantage | avantaj, yarar, fayda |
| blog | blog, kişisel web sayfası |
| chatroom | sohbet odası |
| computer | bilgisayar |
| disadvantage | dezavantaj, yararsız |
| disk | disk |
| email | elektronik posta |
| internet | internet |
| laptop | dizüstü bilgisayar |
| new technology | yeni teknoloji |
| page | sayfa |
| password | şifre |
| programme | program |
| risk | risk, tehlike |
| screen | ekran |
| social media | sosyal medya |
| technology | teknoloji |
| to chat online | internette sohbet etmek |
| to download | indirmek (bilgisayar) |
| to load | yüklemek |
| to save, to store | kayıt etmek, saklamak |
| to upload | uzaktan yüklemek (bilgisayara) |
| to use | kullanmak |
| use of technology | teknolojinin kullanımı |
| virtual | gerçek olmayan, sanal |
| virus | virüs, |
| web | web |
| web page | web sayfası |
| webcam | web kamerası |
| website | web sitesi |

Higher tier

| | |
|----------------|------------------------|
| connection | bağlantı |
| homepage | anasayfa |
| social network | sosyal ağ |
| to improve | gelişmek, ilerlemek |
| to intend | niyet etmek, kastetmek |

Local area, holiday and travel

Foundation tier

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

Foundation tier (continued)

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

Foundation tier (continued)

| | |
|---|-------------------------------|
| passport | pasaport |
| passport control | pasaport kontrolü |
| petrol | petrol |
| place | yer |
| plane | uçak |
| platform | peron |
| police officer | polis memuru |
| port | liman |
| post office | postane |
| postcard | kartpostal |
| poster | poster |
| priority | öncelik |
| problem | problem |
| public | halk |
| public transport | toplu taşıma |
| radio | radyo |
| railway | tren yolu |
| region, area | bölge, saha, alan |
| region, district | bölge |
| return ticket | dönüş bileti |
| river | nehir |
| road | yol |
| room | oda |
| room (in hotel) | otel odası |
| rucksack | sırt çantası |
| running | koşma |
| rural | kırsal, taşra |
| sea | deniz |
| season | mevsim |
| shop | dükkan |
| shopping | alışveriş |
| shopping centre | alışveriş merkezi |
| show | gösteri |
| shower | duş |
| sight, tourist attraction, place to see | turistik yer |
| single ticket | tek yön bileti |
| snack bar, buffet (on a train) | (trende) büfe, yemekli vagon |
| souvenir | hediyeelik eşya |
| sports centre | spor merkezi |
| square (in town) | (şehir) meydanı |
| stadium | stadyum |
| station (mainline railway) | gar |
| station (metro) | istasyon, (metro) |
| stop (bus, tram etc) | durak (otobüs, tramvay etc.) |
| street | cadde |
| suburb; outskirts of town | banliyö; şehir etekleri |
| suitcase | bavul, valiz |
| summer cottage | yazlık ev |
| supermarket | süpermarket |
| swimming pool | yüzme havuzu |
| taxi | taksi |
| teenager | genç kız, delikanlı, yenyetme |

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

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

televizyon
tenis kortu
çadır
tiyatro
bilet
gişe
bilet; tramvay, otobüs, metro bileti
kasa
fotoğraf çekmek
tuvaletler
jeton (metro, tren, vapur)
tur
turizm
turist
turizm danışma bürosu
şehir, kasaba
şehir merkezi
tren
tramvay
taşıma
taşımacılık
seyahat acentası
trolleybüs
metro tren yolu
metro istasyonu
tatil
manzara
köy
çıkış
Hoş geldiniz
pencere
kış tatilleri
avlu
gençlik hosteli
hayvanat bahçesi

kaza
yurt dışı
ergen, ergenlik çağında olan
zirai, tarımsal
klima
havayolu
varış
ATM
fırın
banka kartı
bodrum
sınır
sakin
kanal
otopark
kale

Higher tier (continued)

| | |
|---|--|
| change (coins) | bozuk para |
| change (replace) | değiştirmek |
| comfortable | rahat, konforlu |
| commercial (advertisement) | reklam |
| compartment (train) | kompartment |
| cooker | ocak, fırın |
| corner | köşe |
| crossroads | kavşak |
| departure | kalkış |
| diesel (fuel) | dizel |
| double room | çift kişilik oda |
| driver | sürücü |
| driver (professional) | şoför (profesyonel) |
| driving licence | ehliyet |
| event | olay, hadise |
| exhibition | sergi |
| ferry | feribot |
| fireworks | havai fişekler |
| flight | uçuş |
| forbidden to | -ması yasaklanmış |
| foreigner | yabancı |
| fountain | çeşme, fiske, kaynak |
| full (hotel etc) | dolu (otel v.s.) |
| games room | oyun odası |
| garage, service station, petrol station | garaj, servis istasyonu, petrol istasyonu |
| heating | ısıtıcı, kalorifer |
| helicopter | helikopter |
| hill | tepe |
| hire of/hiring | kiralamak, kiralık |
| hospitality | misafirperverlik |
| in advance | önceden |
| included | içine alan, kapsayan |
| industrial | endüstriyel |
| industry | endüstri, sanayi |
| inhabitant | bir yerde oturan, ikamet eden kimse, sakin |
| inside | içinde, içerisinde |
| landscape | kır manzarası, peyzaj |
| laundrette | çamaşırhane |
| left-luggage office | (bavul) emanet |
| line (underground) | metro hattı |
| list | liste |
| litter | çöp |
| lively | canlı, neşeli |
| local | yerel, yöresel, mahalli, lokal |
| lorry | kamyon |
| lost property office | kayıp eşya bürosu |
| luxurious | lüks, konforlu |
| nature | doğa, tabiat |
| no parking | park yapılmaz |
| noise | gürültü |
| open-air pool | açık hava havuzu |
| outside | dışarı, dışarda |
| outside/in the open air | dışarda/açık havada |

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 yürüme |
| 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 kemeri |
| ship | gemi, vapur |
| sign | imza |
| single room | tek kişilik oda |
| ski resort | kayak tatil yeri |
| skiing | kayak yapma |
| sleeping bag | uyku 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 | tarife (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 | gözünü 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)

| | |
|------------------|---|
| traffic | trafik |
| traffic jam | trafik sıkışıklığı |
| traffic lights | trafik ışıkları |
| travel | seyahat |
| traveller | yolcu, gezgin, seyahat eden kimse, seyyah |
| twin-bedded room | iki tek kişilik yatak |
| waiting room | bekleme odası |
| wash basin | lavabo |

Phrases associated with weather

Foundation tier

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

Higher tier

| | |
|---------------------|-----------------------|
| average temperature | ortalama sıcaklık |
| bright | parlak |
| changeable | değişken |
| downpour | sağanak yağmur |
| dry | kuru |
| hail | dolu (halinde yağmak) |
| heat | sıcaklık |
| high temperature | yüksek derece |

Higher tier (continued)

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

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

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

araba ile mi gidiyorsun?
yayan/yürüyerek mi gidiyorsun?
uzağa 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

Dealing with problems

Foundation tier

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

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

Higher tier

a fine
broken
complaint

ceza
kırılmış
şikayet

Higher tier (continued)

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

suç
suç, suçluluk
müşteri
müşteri hizmetleri
hata, kusur, kabahat
gelişme
talimatlar, açıklamalar
sigorta
hata
gelişme
miktar
indirim
tamir
hırsızlık
Hırsız

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

yanıt, cevap
sanat, çizim, resim
biyoloji
yazı tahtası (kara, beyaz tahta vs.)
kitap
teneffüs
işletme
hesap makinası
takvim
kantin
kimya
koro
kulüp, kol
sınıf
sınıf odası
kopya
koridor
dolap
sıra
yemek odası
tiyatro (dersi)
tasarım teknolojisi (dersi)
eğitim
İngilizce
(okulda) etkinlik
sınav
değiştirme, değişim
alıştırma
alıştırma kitabı
deney
Fransızca
gelecek planları
coğrafya
Almanca

Foundation tier (continued)

| | |
|--|-------------------------|
| gym | spor salonu |
| gymnastics | jimnastik |
| headteacher | müdür, baş öğretmen |
| history | tarih |
| holidays (school) | okul tatili |
| homework | ev ödevi |
| ICT (information communication technology) | bilgisayar dersi |
| Italian | İtalyanca |
| laboratory | laboratuvar |
| languages | diller |
| Latin | Latince |
| lesson | ders |
| library | kütüphane |
| literature | edebiyat |
| lunch (adjective) | öğle yemeği |
| lunch break | öğle tenefüsü |
| maths | matematik |
| music | müzik |
| nursery | anaokulu, çocuk yuvası |
| PE (physical education) | beden eğitimi |
| pen | dolma kalem |
| pencil | kurşun kalem |
| pencil case | kalem kutusu |
| physics | fizik |
| plan | plan |
| practice | pratik |
| progress | ilerleme, gelişme |
| projector | projektör |
| question | soru |
| religion, religious studies | din, din dersi |
| result | sonuç |
| rubber | silgi |
| rule | kural |
| ruler | cetvel |
| school | okul |
| school activities | okul etkinlikleri |
| school bag | okul çantası |
| school bus | okul otobüsü, servis |
| school day | okul günü |
| school group/party | okul grubu/partisi |
| school trip | okul gezisi |
| sociology | sosyoloji |
| Spanish | İspanyolca |
| sports hall, gym | spor salonu |
| stress | gerilim, stres |
| student | öğrenci |
| study | ders çalışma, araştırma |
| subject | ders |
| success | başarı |
| summer holidays | yaz tatili |
| team | takım |
| technology | teknoloji |
| test | test |

Foundation tier (continued)

the future
the past
tie
timetable
to educate
to register
type
uniform
year

gelecek
geçmiş
kravat
ders program
eğitmek
kayıt olmak/kaydolmak
tip
ünifforma
yıl

Higher tier

able
assessment
attention
ballpoint pen
boarding school
briefcase
clever
circle, club
compulsory subject
core subjects
degree (university)
dictionary
discipline
discussion
do badly; fail an exam
drama group, acting group
economics
essay
exchange
felt tip
foreign languages
fountain pen
glue
hardworking
headteacher
institute
institution
kindergarten
locker
mark, grade
meeting
mixed
optional (subject)
oral
pad of paper
parents' evening
permission
pressure
primary school
private school
project
pronunciation
punishment

yetenekli, kabiliyetli
değerlendirme
dikkat
dolma kalem
yatılı okul
bavul
akıllı
grup, kulüp
zorunlu ders
ana dersler
diploma (üniversite)
sözlük
disiplin, bilim dalı
tartışma
sınavda başarısız olmak
tiyatro grubu
ekonomi
makale, deneme
değiştirme
keçeli kalem
yabancı diller
dolma kalem
tutkal
çalışkan
müdür, başöğretmen
enstitü
kurum
yuva, ana okulu
dolap
not, puan (sınavdan alınan)
toplantı
karışık
seçmeli (ders)
sözlü
kağıt destesi
veli toplantısı
izin
baskı
ilkokul
özel okul
proje
telaffuz etme
ceza

Higher tier (continued)

| | |
|--------------------------------------|---------------------------------------|
| qualification | nitelik, özellik |
| rule | kural |
| school completion certificate | diploma |
| school report | karne |
| school textbook | okul kitabı |
| science | fen bilgisi |
| scissors | makas |
| secondary school | ortaokul |
| sharpener | kalemtraş |
| shelf | raf |
| 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 | incelemeler, 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, meslektaş |

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 |
| farmer | çiftçi |
| farmer worker | çiftlik işçisi |
| fashion | moda |
| file | dosya dolabı, dosya |
| fireman | itfaiyeci |
| folder | dosya, klasör, broşür |
| future | gelecek |
| interview | görüşme (resmî) |
| 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

organize
çalışmak
seyahat acentası
üniversite
veteriner
gönüllü
dilek
iş
iş deneyimi

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

hedef
ihtiras, hırs, heves, tutku
telesekreter
sanatçı
kötü maaş
yardım derneği
devlet memuru
konferans
veritabanı
rüya, hayal
sürücü
eğitimsel, eğitici
patron, işveren
iş verme
ekteki, ilişkide gönderilen
deneyimli
sabit disk
yüksek eğitim
etki, izlenim
yararına, menfaatine, yardım için
doktorluk stajı, staj bursu
mülakat
iş ilanı
tuş takımı, klavye
hukuk
link, bağlantı
tıp
örnek, model, tip
yarı zaman
fotomodel
su tesisatçısı
meslek
programcı
ümitle beklenen, ihtimal, olasılık
nitelik, özellik, diploma
ehliyetli, diplomalı, vasıflı
aylık, haftalık
imza
hüner, marifet, beceri
toplum, topluluk, sosyete
cerrah, operatör
iş koşulları

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, kırsal, 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)

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

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

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
açlıktan ölen
tehdit, korkutma, gözdağı, tehlike
mikrop bulaştırma
kirliletmek, pisletmek

Higher tier (continued)

to preserve
to protect
to raise awareness
to save, economise
to save, rescue
to sort/separate (e.g. rubbish)
to stay in contact
to survive
to threaten
volcano
war
waste products
world(-wide)

korumak, muhafaza etmek, saklamak
korumak
bilinçlendirmek
korumak, tasarruf etmek
saklamak, kurtarmak
(çöp) ayrıştırmak
temasta, bağlantıda kalmak
hayatta kalmak, sağ kalmak
tehdit etmek, gözdağı vermek, korkutmak
volkan
savaş
atık ürünler
dünyaca

Appendix 4: The context for the development of this qualification

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

We have developed and designed this qualification by:

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

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

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

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

From Pearson's Expert Panel for World Class Qualifications

May 2014

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

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

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

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

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

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

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

Sir Michael Barber (Chair)

Chief Education Advisor, Pearson plc

Professor Lee Sing Kong

Director, National Institute of Education, Singapore

Bahram Bekhradnia

President, Higher Education Policy Institute

Professor Jonathan Osborne

Stanford University

Dame Sally Coates

Principal, Burlington Danes Academy

Professor Dr Ursula Renold

Federal Institute of Technology, Switzerland

Professor Robin Coningham

Pro-Vice Chancellor, University of Durham

Professor Bob Schwartz

Harvard Graduate School of Education

Dr Peter Hill

Former Chief Executive ACARA

All titles correct as at May 2014

Appendix 5: Transferable skills

The need for transferable skills

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

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

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

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

Cognitive skills

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

Interpersonal skills

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

Intrapersonal skills

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

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

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

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

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

Appendix 6: Codes

| Type of code | Use of code | Code |
|--|---|---|
| Discount codes | <p>Every qualification eligible for performance tables is assigned a discount code that indicates the subject area to which it belongs.</p> <p>Discount codes are published by the DfE.</p> | Please see the GOV.UK website* |
| Regulated Qualifications Framework (RQF) codes | <p>Each qualification title is allocated an Ofqual Regulated Qualifications Framework (RQF) code.</p> <p>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.</p> | <p>The QN for this qualification is:</p> <p>603/2691/8</p> |
| Subject codes | <p>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.</p> | GCSE – 1TU0 |
| Paper codes | <p>These codes are provided for reference purposes. Students do not need to be entered for individual papers.</p> | <p>Paper 1: 1TU0/01</p> <p>Paper 2: 1TU0/02</p> <p>Paper 3: 1TU0/03</p> <p>Paper 4: 1TU0/04</p> |

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

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