

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 2

Summary of Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Turkish specification

Issue 2 changes

Summary of changes made between previous issue and this current issue	Page number
<p>Amendment to the administration of the speaking component (Paper 2):</p> <p>The specification has been changed to inform the teacher that they may now gain access to the assessment materials three working days before the prescribed five week assessment period (rather than three working days before the first scheduled student assessment). The wording in bullet point 6 on page 14 has been changed to the following, (amended wording written in bold):</p> <p>‘The assessment materials provided by Pearson for all tasks may be accessed by the teacher no more than three working days before the prescribed five week assessment period. This is to enable the teacher to prepare for the assessment. The assessment materials in this pack must not be removed from the centre premises’.</p>	14

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

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1 Introduction

Why choose Edexcel GCSE 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](https://www.pearson.com/qualifications)

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)

Written examination

Foundation tier: 35 minutes, including 5 minutes' reading time; 50 marks

Higher tier: 45 minutes, including 5 minutes' reading time; 50 marks

25% of the total qualification

Content overview

This paper draws on vocabulary and structures across all the themes and topics.

Assessment overview

Students are assessed on their understanding of standard spoken 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.

Students must answer all questions in both sections.

There is no requirement for students to produce written responses in Turkish.

Foundation tier

- 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.

Higher tier

- 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.

The listening audio files are available on our website.

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>

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>

Paper 4: Writing in Turkish (*Paper code: 1TU0/4F and 4H)
<p>Written examination</p> <p>Foundation tier: 1 hour 15 minutes; 60 marks 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.
 - o Task 1 – a role play based on one topic. This is allocated by Pearson at the time of assessment.
 - o Task 2 – a task containing a picture and questions drawn from one topic. This is allocated by Pearson at the time of assessment.
 - o Task 3 – conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is selected by the teacher from a choice of two themes allocated by Pearson.
- Task 1 is set in the register that the student is required to use.

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

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

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

Foundation tier assessment time and marks

- The total assessment for the three tasks is 7 to 9 minutes plus 12 minutes' preparation time.
- The assessment is worth 70 marks.
- The assessment consists of the following three tasks, which must be conducted in the following order:
 - 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 stilted• Occasionally able to initiate and develop responses independently but regular prompting needed• Occasionally able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation
4–6	<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
7–9	<ul style="list-style-type: none">• Responds to most questions spontaneously, resulting in mostly natural interaction• Mostly able to initiate and develop the conversation independently• Able to sustain communication throughout most of the conversation, using rephrasing/repair strategies if necessary to continue the flow, occasional hesitation
10–12	<ul style="list-style-type: none">• Responds spontaneously and with ease to questions, resulting in natural interaction• Consistently able to initiate and develop the conversation independently• Able to sustain communication throughout, using rephrasing/repair strategies if necessary to continue the flow

Additional guidance

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

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

Conversation: linguistic knowledge and accuracy – Higher tier

Mark	Descriptor
0	No rewardable material
1–3	<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
4–6	<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
7–9	<ul style="list-style-type: none"> Manipulates a variety of grammatical structures, some variety of complex structures Predominantly accurate grammatical structures, mostly successful references to past, present and future events Predominantly coherent speech; errors occur but they rarely hinder clarity of communication
10–12	<ul style="list-style-type: none"> Manipulates a wide variety of grammatical structures, frequent use of complex structures Consistently accurate grammatical structures, consistently successful references to past, present and future events Fully coherent speech; any errors do not hinder the clarity of the communication

Additional guidance

Complex grammatical structures are considered to be:

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

Straightforward grammatical structures are considered to be:

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

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

Errors that do not **hinder clarity**:

- errors that do not affect meaning, for example using the locative, dative, ablative cases
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity**:

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

Errors that **prevent meaning being conveyed**:

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

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

Paper 3: Reading and understanding in Turkish

Content

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

Students need to:

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

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

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

The range of text types include:

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

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

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

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

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

Assessment information

- 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 communicated• Linguistic 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 communicated• Linguistic structures and vocabulary are accurate with only occasional errors that do not hinder clarity

Additional guidance

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

Errors that do not **hinder clarity**:

- errors that do not affect meaning, for example 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 interference• Some 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 communicated• Language 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 communicated• Mostly 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 communicated• Consistently accurate language and structures, any errors do not hinder clarity

Additional guidance

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

Errors that do not **hinder clarity**:

- errors that do not affect meaning, for example using the locative, dative, ablative cases
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:

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

Errors that **prevent meaning being conveyed**:

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

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

Assessment Objectives

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

Access arrangements, reasonable adjustments, special consideration and malpractice

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

We are committed to making sure that:

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

Language of assessment

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

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

Access arrangements

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

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

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

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

Reasonable adjustments

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

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

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

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

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

Special consideration

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

Further information

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

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

Malpractice

Candidate malpractice

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

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

Failure to report malpractice constitutes staff or centre malpractice.

Staff/centre malpractice

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

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

Failure to report malpractice itself constitutes malpractice.

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

Awarding and reporting

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

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

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.

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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)
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, açık göz...
- 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, gelecekssem, gelmeliysem...

Accelerative verbs

getirivermek, götürüvermek

Continuative verbs

uyuyakalmak, bakakalmak

Causative verbs

güldürmek, dinletmek

Verbalia

- Infinitive: aldirmek, 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, gidecekmışiz, gitmeliymişim, gideymişim, gitseymişim

Voice

- Factitive verb: açtırmak, diktirmek, okutturmak...
- Participle: ası (eli kırılısıca), - 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	yanlışı 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, büyütme
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, yetişmek
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	oyunmak
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	telaffuz etmek
to protect	korumak
to put	koymak
to put back	geri koymak
to read	okumak
to receive	almak (gönderilen birşeyi)
to recommend	tavsiye etmek, önermek
to recycle	geri dönüştürmek
to refund	geri ödemek
to regret, be sorry	pişman olmak, üzgün olmak
to remain	kalmak, durmak, olduğu gibi durmak

Common verbs (continued)

to remember	hatırlamak, anımsamak
to repair	tamir etmek, onarmak
to repeat	tekrarlamak
to replace	yenisiyle değiştirmek, yerini almak
to reply	cevap/yanıt vermek
to research	araştırma yapmak
to reserve	yer ayırtmak
to rest	dinlenmek
to return; to go back	geri dönmek/gitmek
to revise	tekrarlamak, gözden geçirmek
to ride (a bicycle, motorcycle)	sürmek
to ride a horse	atı sürmek, ata binmek
to ring (a bell)	(zil) çalmak
to row	kürek çekmek
to run	koşmak
to sail	yelkenle açılmak
to save	biriktirmek, saklamak, kurtarmak
to say	söylemek
to see	görmek
to seem	görünmek
to sell	satmak
to send	göndermek
to serve	hizmet etmek, servis yapmak
to set the table	sofrayı kurmak
to share	paylaşmak
to show	göstermek
to sign	imzalamak
to sing	şarkı söylemek
to sit	oturmak
to sit (an exam)	sınava girmek
to skate	paten kaymak
to ski	kaymak, kayak yapmak
to skive/to skip/bunk lessons	okuldan kaçmak/ okulu kırmak
to sleep	uyumak
to smell	kokmak
to smile	gülümsemek
to smoke	sigara içmek, fümelemek
to socialise	sosyalleşmek
to solve (a problem)	(bir problemi) çözmek
to sort/separate (e.g. rubbish)	(örn. çöp) ayırmak, ayrıştırmak
to speak	konuşmak
to spend (money)	(para) harcamak
to spend (time)	(zaman) geçirmek
to spread	yaymak, yayılmak
to stand	ayakta durmak
to stand up	ayağa kalkmak
to steal	çalmak
to stop	durmak, durdurmak
to stroll, go for a walk	dolaşmak, yürüyüşe çıkmak
to study (a subject)	(ders) çalışmak
to suggest	önermek
to sunbathe	güneşlenmek, güneş banyosu yapmak
to support	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)	uçanın 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, lk, mkemmek
ill	hasta
important	nemli
in a good mood	keyifli, neřeli
independent	bađımsız
intelligent; clever	zeki, akıllı
interesting	ilginç
jolly, happy	neřeli, mutlu
kind	çeřit
last	son, geçen
lazy	tembel
light (colour)	açık (renk)
light (weight)	hafif
long	uzun
lost	kayıp
loud	yksek (ses)
magnificent	muhteřem
main	ana
marvellous	harika
modern	modern, çağdař
narrow	dar
naughty	yaramaz
necessary, needed	gerekli, lzumlu
negative	olumsuz
new	yeni
next	gelecek
nice; likeable	hoř, sevilen
noisy	grltl
normal	normal
old	yařlı
older	daha yařlı
old (former)	nceki, eski
old fashioned	modası geçmiř
open	açık
optimistic	iyimser
original	zgn, orijinal
other	diđer
patient (im-)	sabırlı (sabırsız)
peaceful	huzurlu, sakin
pessimistic	iyimser
pleasant, nice	hoř, gzel
pleased	memnun
polite (im-)	kibar (kaba)
poor	fakir
popular	popler, beđerilen
positive	olumlu
practical	pratik
pretty	gzel
quiet	sessiz
ready	hazır
real	gerçek
reasonable	makl, mantıklı, akıllıca
recent	en son, yakında olmuř

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

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

Colours

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

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	dahi, de, da
although	rağmen
and	ve
as, since	-den beri
because	çünkü
because of	yüzünden
but	ama
either... or...	ya ... ya da ...
even	bile
even though	...rağmen
finally	sonunda
first of all	herşeyden önce
from the viewpoint of	bakış açısı
however	ama, bununla birlikte, ancak
if	eğer
in order to	-mek için, -mek amacıyla
in terms of	açısından, bakımından
it is obvious	açıkça, aşikâr
moreover	ayrıca, bundan başka
neither... nor...	ne ... ne de ...
or	yoksa
perhaps	belki
so	bu yüzden, bundan dolayı
then	sonra
then, next	ondan/daha sonra
therefore	bundan dolayı
this is, here is	burada
whether, if	-meyip ... -mediği ... , -mek veya -memek

Time expressions

a moment ago	az önce
after	sonra
already	zaten
always	daima
as soon as	-olur -olmaz
at night	geceleyin
at the same time	aynı zamanda
at the start	başlangıçta
before	önce
day	gündüz
day (24 hours)	gün
day off	boş gün (tatil günü)
during	esnasında
early	erken
evening	akşamleyin
every day	her gün
fortnight	on beş gün
from	-den
from time to time	zaman zaman
hour	saat
immediately	derhâl
in the afternoon	öğleden sonra
in the evening	akşamleyin
in the morning	sabahleyin
in the night	geceleyin
last night (during the night)	dün gece (gece esnasında)
last night (yesterday evening)	dün gece (dün akşam)
late	geç
later	daha sonra
midday	öğle
midnight	gece yarısı
minute	dakika
morning	sabah
night	gece
now	şimdi
on time	zamanında
once	bir kez
once, one day	bir defasında, bir gün
period	süre
since	-den beri
soon	yakında
the day after tomorrow	öbür gün, yarından sonra
the day before yesterday	önceki gün, dünden önce
the day/night before	bir gün/gece önce
the next day; following day	yarın, ertesi gün, daha sonraki gün
time	zaman, vakit
today	bugün
tomorrow	yarın
twice	iki kez
week	hafta
weekend	hafta sonu
what is the time?	saat kaç?
year/s	yıl/yıllar
yesterday	dün

Times of day

1 a.m.	sabah 1
1 p.m.	öğleden sonra 1
nine o'clock in the evening	akşam dokuz
13.00	13.00
at exactly 2 o'clock	saat tam ikide
at about... o'clock	saat.....sıralarında/sularında
it is five past three	(saat) üçü beş geçiyor
five to three	(saat) üçe beş var
half past nine	(saat) dokuz buçuk
ten past four	(saat) dördü on geçiyor
ten to four	(saat) dörde on var
quarter to six	(saat) altıya çeyrek var
quarter past seven	(saat) yediyi çeyrek geçiyor

Days of the week

Monday	pazartesi
Tuesday	salı
Wednesday	çarşamba
Thursday	perşembe
Friday	cuma
Saturday	cumartesi
Sunday	pazar
(on) Monday	pazartesi günü
(on) Monday morning	pazartesi sabahı
(on) Monday evening	pazartesi akşamı
on Mondays	pazartesi günleri
every Monday	her pazartesi

Months and seasons of the year

month	ay
January	ocak
February	şubat
March	mart
April	nisan
May	mayıs
June	haziran
July	temmuz
August	ağustos
September	eylül
October	ekim
November	kasım
December	aralık
season	mevsim
autumn (in)	sonbahar/güz
spring (in)	ilkbahar
summer (in)	yaz
winter (in)	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
Hungry
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	Arnavut
American	Amerikalı
Armenian	Ermenistanlı
Austrian	Avusturyalı
Azerbaijani	Azerbaycanlı
Belorussian	Beyaz Rus
Belgian	Belçikalı
Bosnian	Boşnak
British	Britanyalı
Bulgarian	Bulgaristanlı
Canadian	Kanadalı
Chinese	Çinli
Danish	Danimarkalı
Dutch	Hollandalı
Egyptian	Mısırlı
English	İngiliz
Estonian	Estonyalı
European	Avrupalı
French	Fransız
Georgian	Gürcü
German	Alman
Greek	Yunanlı
Hungarian	Macar
Indian	Hintli
Iraqi	Iraklı
Iranian	İranlı
Irish	İrlandalı
Israeli	İsrailli
Italian	İtalyan
Kazakh	Kazak
Latvian	Latviyalı
Lebanese	Lübnanlı
Lithuanian	Litvanyalı
Macedonian	Makedonyalı
Pole (Polish)	Polonyalı, Leh
Paletinian	Filistinli
Russian	Rus
Romanian	Romanyalı
Scottish	İskoç
Serbian	Sırp
Spanish	İspanyol
Swiss	İsviçreli
Syrian	Suriyeli
Turkmen	Türkmen
Turkish	Türk
Ukrainian	Ukraynalı
Uzbek	Özbek
Welsh	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
Maş Tüneli
Maş 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	en iyi dileklerle
(I'm) sorry (informal/formal)	Affedersiniz, özür dilerim, kusura bakmayın
bye!	hoşça kalın!
could you say that again, please?	ne dediniz, tekrarlar mısınız lütfen?
don't mention it	bir şey değil
good afternoon	tünaydın
good evening	iyi akşamlar
good morning	günaydın
goodbye	hoşça kalın, allahaismarladık
goodnight	iyi geceler
have a good journey	iyi yolculuklar
hello	merhaba
hello (on the telephone)	alo (telefonda)
help!	yardım edin!
hi!	selam!
how are you?	nasılsınız
it is time to zamanı geldi
I beg your pardon? Pardon?	Affedersiniz? Pardon?
it's a pleasure	zevktir
meet you at 6 o'clock	saat 6'da buluşalım
meeting; meeting place	buluşma; buluşma yeri
nightmare!	kabus gibi, korkunç!
no, thank you	hayır, teşekkür ederim
of course	tabii, elbette
late	geç
see you later	görüşmek üzere, görüşürüz
see you soon	yakında görüşmek üzere
see you tomorrow/on Friday	yarın/ cuma günü görüşürüz
sorry	üzgünüm, affedersiniz
thank you (very much)	(çok) teşekkür ederim
that doesn't matter/that's ok	sorun/problem değil/ tamamdır
what is (your) name?	isminiz nedir?

Language used in dialogues and messages

address	adres
area code	bölge kodu
call me (informal/formal)	bana telefon et/edin
dial the number	numarayı çevir/tuşla
email	elektronik posta/e-posta
I'll be right back	Hemen geri geleceğim
I'm listening	Dinliyorum
message	mesaj
mobile phone	cep telefonu
moment	an
online	çevrimiçi
on the line/speaking	hatta/ konuşuyor
please repeat that	lütfen tekrarlayın
postcode	posta kodu
receiver (telephone)	(telefon) alıcısı
sender	gönderen
stay on the line	hatta kalın
telephone	telefon
text message	kısa mesaj
tone	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	kebab
beer	bir
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, 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	bardak
grapes	üzüm
hamburger	hamburger
honey	bal
hot chocolate	sıcak çikolata, sütlü kakao
ice cream	dondurma
ice-cream shop	dondurmacı
jam	reçel
knife	bıçak
lemon	limon
lemonade	limonata
lettuce	kıvırcık salata
life	hayat, yaşam
lunch	öğle yemeği
meal	yemek
meat	et
menu	yiyecek listesi, menü
milk	süt
yoghurt drink	ayran
mineral water	maden suyu
money	para
mushroom	mantar
napkin	peçete
oil	yağ
omelette	omlet
onion	soğan
orange	portakal
packet	paket
pancakes	krep
pasta	makarna
peach	şeftali
pear	armut
peas	bezelye
pepper	biber
pineapple	ananas
pizza	pizza
pitta	pide
plate	tabak
portion	porsiyon
potato	patates
price	fiyat
raspberry	ahududu, frambuaz
restaurant	restoran, lokanta
rice	pirinç, pirinç pilavı
roll	sandviç ekmeği, yuvarlak küçük ekmek
salt	tuz
sandwich	sandviç
sausages	sucuk
service	servis
snack	atıştırmalık
soup	çorba
spoon	kaşık
strawberry	çilek

Foundation tier (continued)

steak	biftek
still water	gazsız su
sugar	şeker
supermarket	süpermarket
supper	akşam yemeği
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	iřtah
choice	seçim
chop (e.g. lamb)	pirzola
cooked	piřmiř
cream	krema
duck	ördek
fried egg	kızarmıř 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	karıřık
mustard	hardal
natural, organic food	doęal, organik yiyecek
noodles	řehriye
nuts	fındık
pastrami	pastırma
pastries	börek
roll (bread)	ekmek
salami, cooked sausage	salam, piřmiř sosis
salmon	somon balıęı
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)	bařıř
to order	sipariř 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	kedi
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	kıvrırcık
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	diş
turtle	kaplumbağa
ugly	çirkin
uncle	amca
visit	ziyaret
wife	karı, eş
woman	kadın
young	genç
younger	daha genç
youngest	en genç
youth	gençlik

Higher tier

acquaintance	tanıdık
alone	yalnız
argument	münakaşa, tartışma
brave, adventurous	cesur, maceracı
career	kariyer
carpet	halı
celebrity	ünlü, meşhur (kişi)
character (in film, etc)	karakter (film, roman vs)
character trait	karakter özellikleri
character, nature	karakter, doğa
charming	çekici, cazibeli
communication, contact	iletişim
crazy	çılgın
discrimination	ayrımcılık
elbow	dirsek
elderly	yaşlı
enchanted, fascinated	büyülenmek
enthusiasm	coşku, heves
example	örnek
faith (religious)	inanç (dini)
famous	ünlü, tanınmış
feeling	duygu
furnished	mobilyalı
gender, sex	cinsiyet
habit	alışkanlık
hall (in house)	hol (evde)
honest	dürüst
husband	koca
invitation	davet
irritable	sinirli
knee	diz
lazy	tembel
lively	canlı
loft	çatı arası
loyal, faithful	sadık, vefalı
married	evli
meeting	toplantı
member of the family	aile üyeleri
mirror	ayna
mood	ruh hali, ruhsal durum

Higher tier (continued)

old age	yaşlı
old people's home	yaşlılar evi
pensioner	emekli
place of residence	yerleşim bölgesi
racist	ırkçı
reasonable	mantıklı
relationship	ilişki
relative, relation	akraba
reliable	güvenilir
sauna	sauna
to seem	görünmek
self (myself, yourself etc)	kendi kendime/ne vs.
selfish	bencil
sense of humour	mizah anlayışı
sensitive	hassas, duyarlı, duygulu
similar	benzer
study, office	çalışma masası
sulky face	asıq yüz
survey	gözden geçirmek, anket için soru sormak
thin/slender	ince, zarif
to consider	dikkate almak, hesaba katmak
to get on (well) with	iyi geçinmek
to respect	saygı duymak
to threaten	korkutmak, tehdit etmek
understanding	anlayış
unemployed	işsiz
wages	haftalık
wanted	istenen
way of life, lifestyle	yaşam biçimi

Identity and culture: cultural life

Foundation tier

adventure film	macera filmi
aerobics	aerobik
art gallery	sanat galerisi
celebration	kutlama
comedy	komedi
contest	yarışma
drum	davul
horror film	korku filmi
instrument	enstruman
interest	ilgi
life	yaşam, hayat
lottery	piyango, spor toto
magazine	dergi
method	metod
mobile phone	cep telefonu, mobil telefon
MP3 player	MP3 çalar
music	müzik
musical (show)	müzikal (gösteri)
New Year	Yeni Yıl

Foundation tier (continued)

news	haberler
nightclub	gece kulübü
opera	opera
orchestra	orkestra
participant	katılımcı
party	parti
photo(graph)	fotoğraf
piano	piyano
ping pong	masa tenisi, pin pon
player	çalıcı/çalan (müzik aleti)
pop music	pop müzik
programme, broadcast	program, yayın
rap	rap
reading	okuma
rock music	rock müzik
role model	örnek kişi
romantic	romantik
rugby	ragbi
saxophone	saksafon
science fiction film	bilim kurgu filmi
sculpture	heykel
series	dizi film
show (theatre etc)	gösteri (tiyatro, dans vs.)
show, performance	gösteri
skate boarding	paten, kayak
skiing	kayak
socialising	sosyalleşme
sport	spor
sports ground	spor alanı
sporty	sporcu, neşeli, gösterişli
spy film	casus, dedektif filmi
squash	duvar tenisi
surfing	sörf yapmak
swimming	yüzmek
team	takım
television (medium)	televizyon
tennis	tenis
theme	tema
thriller	gerilim
to celebrate	kutlamak
to do sport	spor yapmak
to exercise	egzersiz yapmak
to fish/go fishing	balık tutmak, balığa gitmek
to get married	evlenmek
to swim	yüzmek
to take a dog out for a walk	köpeği dolaştırmak
to take part (in)	bir şeye katılmak, dahil olmak
toy	oyuncak
(TV) channel	televizyon kanalı
video camera	video kamerası
video/computer game	video/ bilgisayar oyunu
violin	keman
volleyball	voleybol

Higher tier

audience	seyirci
author	yazar
boat	kayık, tekne, sandal
bowling (tenpin)	bowling
ceremony	tören
championship	şampiyonluk
Christmas tree	Noel ağacı
competition	yarışma
drama (TV etc.)	dram (TV etc.)
earphones	kulaklık
entertainment	eğlence
extreme sports	aşırı uçtaki sporlar
fencing	eskrim
figure skating	artistik patinaj
genre	tarz, tür, nevi
goal	amaç, hedef
grateful	minnettar
knowledge	bilgi
league	birlik, cemiyet, spor ligi
leisure	boş zaman
melody	melodi
mountain bike	dağ bisikleti
mountaineering	dağcılık
play (theatre)	oyun (piyes)
pleasure	zevk
pocket money	cep harçlığı
prize	ödül, mükâfat
referee	hakem
review	eleştiri
riding	ata binmek
roller blading	tekerlekli paten
sailing	yelkencilik
singer	şarkıcı
soap (opera)	dizi filim
song	şarkı
speakers (people)	hoparlörler
stage	sahne
subtitles	alt yazılar
table tennis	masa tenisi
to (be) relax(ed)	dinlenmek
to create	yaratmak
to hike, ramble	uzun, çetin yürüyüş yapmak
to occupy oneself, do	bir şey yapmakla meşgul olmak
to roller-skate	tekerlekli paten yapmak
to score a goal	gol atmak
tournament	turnuva
training	eğitim, antrenman, idman
trumpet	trampet
unforgettable	unutulmaz
viewer	izleyici, seyirci
windsurfing	rüzgar sörfü
writer	yazar
Xbox	Xbox oyun konsolu
youth club	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	hediyelik 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	televizyon
tennis court	tenis kortu
tent	çadır
theatre	tiyatro
ticket	bilet
ticket office	gişe
ticket; tram, bus or metro ticket	bilet; tramvay, otobüs, metro bileti
till; cash desk	kasa
to photograph	fotoğraf çekmek
toilets	tuvaletler
token (metro)	jeton (metro, tren, vapur)
tour	tur
tourism	turizm
tourist	turist
tourist information office	turizm danışma bürosu
town	şehir, kasaba
town centre	şehir merkezi
train	tren
tram	tramvay
transport	taşıma
transportation	taşımacılık
travel agency	seyahat acentası
trolleybus	trolleybüs
underground railway	metro tren yolu
underground station	metro istasyonu
vacation	tatil
view (over)	manzara
village	köy
way out/exit	çıkış
welcome	Hoş geldiniz
window	pencere
winter holidays	kış tatilleri
yard, courtyard	avlu
youth hostel	gençlik hosteli
zoo	hayvanat bahçesi

Higher tier

accident	kaza
abroad	yurt dışı
adolescent	ergen, ergenlik çağında olan
agricultural	zirai, tarımsal
air conditioning/air-con	klima
airline	havayolu
arrival	varış
ATM	ATM
baker's shop	fırın
bank card	banka kartı
basement	bodrum
border	sınır
calm/peaceful	sakin
canal	kanal
car park	otopark
castle	kale

Higher tier (continued)

change (coins)	bozuk para
change (replace)	değiřtirmek
comfortable	rahat, konforlu
commercial (advertisement)	reklam
compartment (train)	kompartment
cooker	ocak, fırın
corner	köře
crossroads	kavřak
departure	kalkıř
diesel (fuel)	dizel
double room	çift kiřilik oda
driver	sürücü
driver (professional)	řoför (profesyonel)
driving licence	ehliyet
event	olay, hadise
exhibition	sergi
ferry	feribot
fireworks	havai fiřekler
flight	uçuř
forbidden to	-ması yasaklanmış
foreigner	yabancı
fountain	çeřme, fiskiye, 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	çamařırhane
left-luggage office	(bavul) emanet
line (underground)	metro hattı
list	liste
litter	çöp
lively	canlı, neřeli
local	yerel, yöresel, mahalli, lokal
lorry	kamyon
lost property office	kayıp eřya bürosu
luxurious	lüks, konforlu
nature	doęa, tabiat
no parking	park yapılmaz
noise	gürültü
open-air pool	açık hava havuzu
outside	dıřarı, dıřarda
outside/in the open air	dıřarda/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	suç
crime, criminality	suç, suçluluk
customer	müşteri
customer service	müşteri hizmetleri
fault	hata, kusur, kabahat
improvement	gelişme
instructions	talimatlar, açıklamalar
insurance	sigorta
mistake	hata
progress	gelişme
quantity	miktar
reduction	indirim
repair	tamir
theft	hırsızlık
thief	Hırsız

School

Foundation tier

answer	yanıt, cevap
art, drawing	sanat, çizim, resim
biology	biyoloji
board (blackboard, whiteboard etc)	yazı tahtası (kara, beyaz tahta vs.)
book	kitap
break	teneffüs
business studies	işletme
calculator	hesap makinası
calendar	takvim
canteen	kantin
chemistry	kimya
choir	koro
circle, club	kulüp, kol
class	sınıf
classroom	sınıf odası
copy	kopya
corridor	koridor
cupboard	dolap
desk	sıra
dining room	yemek odası
drama (school subject)	tiyatro (dersi)
DT (design technology)	tasarım teknolojisi (dersi)
education	eğitim
English	İngilizce
event (at school)	(okulda) etkinlik
examination	sınav
exchange	değiştirme, değişim
exercise	alıştırma
exercise book	alıştırma kitabı
experiment	deney
French	Fransızca
future plans	gelecek planları
geography	coğrafya
German	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	gelecek
the past	geçmiş
tie	kravat
timetable	ders program
to educate	eğitmek
to register	kayıt olmak/kaydolmak
type	tip
uniform	ünifforma
year	yıl

Higher tier

able	yetenekli, kabiliyetli
assessment	değerlendirme
attention	dikkat
ballpoint pen	dolma kalem
boarding school	yatılı okul
briefcase	bavul
clever	akıllı
circle, club	grup, kulüp
compulsory subject	zorunlu ders
core subjects	ana dersler
degree (university)	diploma (üniversite)
dictionary	sözlük
discipline	disiplin, bilim dalı
discussion	tartışma
do badly; fail an exam	sınavda başarısız olmak
drama group, acting group	tiyatro grubu
economics	ekonomi
essay	makale, deneme
exchange	değiştirme
felt tip	keçeli kalem
foreign languages	yabancı diller
fountain pen	dolma kalem
glue	tutkal
hardworking	çalışkan
headteacher	müdür, başöğretmen
institute	enstitü
institution	kurum
kindergarten	yuva, ana okulu
locker	dolap
mark, grade	not, puan (sınavdan alınan)
meeting	toplantı
mixed	karışık
optional (subject)	seçmeli (ders)
oral	sözlü
pad of paper	kağıt destesi
parents' evening	veli toplantısı
permission	izin
pressure	baskı
primary school	ilkokul
private school	özel okul
project	proje
pronunciation	telaffuz etme
punishment	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	organize
to study	çalışmak
travel agency	seyahat acentası
university	üniversite
vet	veteriner
volunteer	gönüllü
wish	dilek
work	iş
work experience	iş deneyimi

Higher tier

aim; goal	hedef
ambition	ihtiras, hırs, heves, tutku
answerphone	telesekreter
artist	sanatçı
badly paid	kötü maaş
charity	yardım derneği
civil servant	devlet memuru
conference	konferans
database	veritabanı
dream	rüya, hayal
driver	sürücü
educational	eğitimsel, eğitici
employer	patron, işveren
employment	iş verme
enclosed	ekteki, ilişikte gönderilen
experienced	deneyimli
hard disk	sabit disk
higher education	yüksek eğitim
impression	etki, izlenim
in aid of	yararına, menfaatine, yardım için
internship	doktorluk stajı, staj bursu
interview	mülakat
job advert	iş ilanı
keyboard	tuş takımı, klavye
law (study of the subject)	hukuk
link	link, bağlantı
medicine (study of the subject)	tıp
model	örnek, model, tip
part time	yarı zaman
photo model	fotomodel
plumber	su tesisatçısı
profession	meslek
programmer	programcı
prospects	ümitle beklenen, ihtimal, olasılık
qualification	nitelik, özellik, diploma
qualified	ehliyetli, diplomalı, vasıflı
salary, wages	aylık, haftalık
signature	imza
skills	hüner, marifet, beceri
society	toplum, topluluk, sosyete
surgeon	cerrah, operatör
terms of employment	iş koşulları

Higher tier (continued)

to do a course	kurs yapmak
to enclose	iliřtirmek
unemployment	iřsizlik
vacancy	boř yer, boř oda, ađık kadro
voluntarily	gönüllü olarak
voluntary work	gönüllü iř
webmail	web postası
well paid	iyi maařlı
without pay	ödemesiz

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

Foundation tier

access to	giriř, eriřmek, eriřim
against	-karřı
animals	hayvanlar
campaign	kampanya
championship	řampiyonluk
charity	yardım derneđi
consul	konsolos
country	ülke, yurt, kıır, 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 iři
global	küresel
green	yeřil
hurricane	fırtına
illegal	yasal olmayan
international	uluslararası
international dimension	uluslararası boyut
legal	yasal
music festival	müzik festivali
musical event	müzik olayları, etkinlikleri
natural resources	dođal kaynaklar
population	nüfus
ocean	okyanus
oil	yađ
Olympic games	olimpik oyunlar
organisation	organizasyon
people	halk, insanlar
planet	gezegen

Foundation tier (continued)

political	politik
politician	politikacı
politics; policy	politika, siyaset
population	nüfus
sporting event	spor olayları
tiger	kaplan
to die	ölmek
to live	yaşamak
to recycle	dönüştürmek
world	dünya, alem
World Cup (football)	dünya kupası

Higher tier

advantages	avantajlar, yararlar
bear	ayı
charity	yardım, hayır
climate (adjective)	iklim
coal	kömür
disadvantages	dezavantaj
disaster	felaket
drinking water	içme suyu
drought	kuraklık
drugs	ilaç, ecza, uyuşturucu madde
earthquake	deprem
elephant	fil
environment	çevre
erosion	erozyon, toprak kayması, kaybı
field	arazi, alan
flood; flooding	sel
global warming	küresel ısınma
hunger; famine	açlık; kıtlık
international	uluslararası
island	ada
lack (of)	eksik
natural resources	doğal kaynaklar
nature	doğal
nylon (carrier bags)	nylon (poşetler)
pesticide	böcek ilacı
peace	huzur
plastic	plastik
pollution	hava kirliliği
poverty	yoksulluk
protection	koruma
recycling	geri dönüşüm
rights of man; human rights	insan hakları
rubbish	çöp
security	güvenlik
solar power	güneş enerjisi
species	tür, çeşit
sports event	spor olayları
starving	açlıktan ölen
threat	tehdit, korkutma, gözdağı, tehlike
to contaminate	mikrop bulaştırma
to pollute	kirliletmek, pisletmek

Higher tier (continued)

to preserve	korumak, muhafaza etmek, saklamak
to protect	korumak
to raise awareness	bilinçlendirmek
to save, economise	korumak, tasarruf etmek
to save, rescue	saklamak, kurtarmak
to sort/separate (e.g. rubbish)	(çöp) ayrıştırmak
to stay in contact	temasta, bağlantıda kalmak
to survive	hayatta kalmak, sağ kalmak
to threaten	tehdit etmek, gözdağı vermek, korkutmak
volcano	volkan
war	savaş
waste products	atık ürünler
world(-wide)	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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