Specification

Edexcel GCSE in Russian (1241)

First examination 2003

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Introduction

This specification offers positive and appropriate assessment for Russian language learners at key stage 4. Building on best practice, it affords students and teachers choice and scope for linking learning activities to student interests and new technology. It promotes the development of different language skills and provides opportunities to apply these across a range of contexts.

Key features

÷ Streamlined list of topic areas.

÷ Increased focus on ICT.

÷ Full INSET support, professional advice and guidance.

÷ New 'conversation only' format to speaking test.

÷ Progression route to Edexcel AS/A GCE specifications.

Edexcel modern foreign languages GCSE portfolio
In addition to the modern foreign language GCSE featured in this specification, Edexcel also offer the following full and short course specifications:
French (1226) **German** (1231) **Italian** (1237) **Spanish** (1246) **Urdu** (1901) **French - short course** (3226) **Arabic** (1606) **Chinese** (1666) **Japanese** (1752) **Modern Greek** (1776) **Arabic (3 skills)** (1607) **Chinese (3 skills)** (1667) **Japanese (3 skills)** (1753)

Summary of the specification content and scheme of assessment

This specification provides a framework for the development of effective language learning and use of the target language and relates to the requirements of the national curriculum orders for modern foreign languages in England, Wales and Northern Ireland.

It combines an emphasis on communication skills with reward for a practical knowledge and understanding of language structures and grammar. Rather than develop language within numerous topic areas, students will be encouraged to adapt and apply their target language to different contexts and situations. All papers are designed to match the language experience and maturity of candidates at key stage 4 and will draw on some of the language knowledge developed at key stage 3 or during initial exposure to the target language. The specification provides student-focused papers for listening and responding, speaking, reading and responding and writing.

A list of general topic areas and related sub-topics has been produced to provide learners with a clear focus but students will not necessarily cover all of these in each part of the examination.

There is a single tier of entry for this specification. The following grid shows the relationship between assessment objectives and examination components. Full assessment criteria for speaking and writing papers are given in this specification.

NB: Due to changes in the MFL GCSE criteria, the 2003 specification does not permit dictionary access in **any** of the papers.

Paper/Assessment objective	Method of assessment	Time
1 (Listening) 25%	Terminal examination	45 mins (+ 5 mins reading time)
2 (Speaking) 25%	Terminal examination	8-12 mins
3 (Reading) 25%	Terminal examination	55 mins
4 (Writing) 25%	Terminal examination	1 hr 15 mins

Topic areas with related sub-topics

At home and abroad	÷ Things to see and do
	÷ Life in the town, countryside, seaside
	÷ Weather and climate
	÷ Travel, transport and directions
	÷ Holidays, tourist information and accommodation
	÷ Services and shopping abroad
	÷ Customs, everyday life and traditions in target-language countries and communities
Education, **training and employment**	÷ School life and routine
	÷ Different types of jobs
	÷ Job advertisements, applications and interviews
	÷ Future plans and work experience
House, **home and daily routine**	÷ Types of home, rooms, furniture and garden
	÷ Information about self, family and friends
	÷ Helping around the house
	÷ Food and drink
Media, **entertainment and youth culture**	÷ Sport, fashion and entertainment
	÷ Famous personalities
	÷ The media
	÷ Current affairs, social and environmental issues
Social activities, **fitness and health**	÷ Free time (evenings, weekends, meeting people)
	÷ Special occasions
	÷ Hobbies, interests, sports and exercise
	÷ Shopping and money matters
	÷ Accidents, injuries, common ailments and health issues (smoking, drugs)

Availability of external assessment

First assessment of this specification will be in June 2003. Assessment will be available in each summer examination session thereafter.

Prior learning and progression

This specification builds on the knowledge, understanding and skills established by the national curriculum at key stages 1, 2 and 3. It provides a foundation for further study at levels 2 and 3 in the National Qualifications Framework, including AS and Advanced GCEs.

Forbidden combinations and links with other subjects

Every specification is assigned to a national classification code indicating the subject area to which it belongs. Centres should be aware that students who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the school and college performance tables.

The classification code for this specification is 6090.

Candidates entering for this specification may not, in the same series of examinations enter for any other specification with the same title.

Specification aims and assessment objectives

National qualifications framework criteria

This specification is based on the common criteria and the GCSE criteria, which are prescribed by the regulatory authorities including QCA and are mandatory for all awarding bodies. It is also derived from the prescribed subject criteria for modern foreign languages.

Aims

The aims of this GCSE specification are to provide a framework for the development of different skills, knowledge and understanding in a modern foreign language. It is designed to enable students to:

÷ develop understanding of the spoken and written forms of the modern foreign language in a range of contexts

÷ develop the ability to communicate effectively in the modern foreign language, through both the spoken and written word, using a range of vocabulary and structures

÷ develop knowledge and understanding of the grammar of the modern foreign language, and the ability to apply it

÷ apply their knowledge and understanding in a variety of relevant contexts which reflect their previous learning and maturity

÷ develop knowledge and understanding of countries and communities where the modern foreign language is spoken

÷ develop positive attitudes to modern foreign language learning

÷ provide a suitable foundation for further study and/or practical use of the modern foreign language.

Assessment objectives

All candidates will be required to demonstrate an ability to:

AO1	understand and respond to spoken language	25%
AO2	communicate in speech, showing knowledge of and applying accurately the grammar and structures prescribed in the specification	25%
AO3	understand and respond to written language	25%
AO4	communicate in writing, showing knowledge of and applying accurately the grammar and structures prescribed in the specification.	25%

Knowledge, skills and understanding

The specification complements and corresponds to the learning and teaching requirements for key stages 3 and 4 of the national curriculum for England as listed below:

÷ acquiring knowledge and understanding of the target language

÷ developing language skills

÷ developing language-learning skills

÷ developing cultural awareness

÷ breadth of study.

Further information is given in *Learning and teaching requirements for key stages 3 and 4*.

Candidates will be required to:

÷ listen and respond to different types of spoken language

÷ express themselves in speech using a range of vocabulary, syntax and structures

÷ read and respond to different types of written language, including texts from ICT-based sources

÷ express themselves in writing using a range of vocabulary, syntax and structures

÷ understand and apply the grammar of the modern foreign language, as detailed in the specification

÷ respond to materials from countries and communities where the modern foreign language is spoken.

In addition, candidates aiming at grades C-A* will be expected to:

÷ listen and respond to longer and more complex extracts of spoken language including some unfamiliar material

÷ speak at greater length, using a wider range of vocabulary and more complex syntax and structures

÷ read and respond to longer and more complex written texts including some unfamiliar material

÷ write at greater length, using a wider range of vocabulary and more complex syntax and structures

÷ understand and apply a fuller range of grammar, as detailed in *Appendix 2 – Linguistic structures*.

Specification content and scheme of assessment

Paper 1: Listening and responding (assessment objective 1)

Candidates will be required to listen to a range of authentic recorded material spoken by native speakers. The teacher supervising the test will be required to stop the tape at appropriate points to allow candidates sufficient time to write their answers. Extracts will be of varying lengths and no undue burden will be placed on memory. Speed of delivery will range from near normal to normal and all recordings will be heard twice. Before each section, the topic title and scenario will be introduced followed by the rubric 'Read the following questions'. Candidates will be allocated five minutes reading time immediately before the start of this examination paper.

The questions will elicit a combination of non-verbal responses, target-language answers and answers in English. Up to 20% of the tasks set will require responses in English. These tasks will usually be placed at the end of the test. A range of test-types will be used and these may include grid completion, multiple-choice, matching, form or plan completion, note taking, questions in the target language and interpreting tasks. Where a response is required in English, tasks could include guided note taking or summary.

Assessment

Marks will be allocated for communicating an easily identifiable correct response and no marks will be awarded or removed for the quality of language. Students will not gain any mark for use of English where a target-language response is required (and vice versa). Questions will be presented in a 'peaks and troughs' format, which encourages candidates to complete the whole paper. A student experiencing difficulty with one particular task may find the next task more accessible since there is no progressive incline of difficulty.

Content

The recorded material may include instructions, announcements, telephone messages, short narratives, descriptions and dialogues, short news items and advertisements.

Candidates will be required to:

÷ identify and note main points

÷ extract specific details.

Additionally, questions targeted at grades D and C may also require candidates to:

÷ identify points of view

÷ show some understanding of familiar language in unfamiliar contexts

÷ understand reference to past, present and future events.

Questions targeted at C-A* may also involve a wider variety of spoken texts, such as extracts from radio broadcasts, discussions, presentations and interviews. For these questions, candidates will be required to:

÷ identify and note main points

÷ extract specific details

÷ identify points of view

÷ recognise attitudes and emotions

÷ draw conclusions

÷ understand reference to past, present and future events.

Paper 2: Speaking (assessment objective 2)

Candidates will take part in a conversation on three topics. There is no rôle-play requirement for this specification. Candidates will be assessed globally on the basis of their performance across all three topics. Although assessment should be qualitative rather than quantitative, it is expected that the total recording for each candidate should last between a minimum of 8 and a maximum of 12 minutes. Candidates are able to score the highest marks without 'perfect' or native speaker level Russian.

Conversation 1

Candidates will have a **free choice** of first conversation topic. This will be agreed with the teacher in advance of the speaking test and should relate to any of the five main topic areas. For the first conversation, students may bring brief notes or a visual stimulus into the examination (no larger than an A5 piece of paper). A few target-language bullet points or a simple 'spider diagram' would be acceptable. Candidates will have the opportunity to introduce briefly their chosen topic (one minute maximum) to enable them to make a confident start. The first conversation should not exceed 3-4 minutes.

Although there is a free choice of topic area for the initial conversation, possible examples of student topic choices are given below. Exact topic choice will depend on the interests and language experience of the individual student. Those aiming at grade C and above will be expected to express opinions and use past, present and future tenses or appropriate verb forms.

At Home and Abroad	My best holiday ever
Education, **Training and Employment**	My work experience at…
House, **Home and Daily Routine**	My ideal home
Media, **Entertainment and Youth Culture**	……………….(famous personality)
Social Activities, **Fitness and Health**	My free time

Conversations 2 and 3

The second and third topics will be allocated on a random basis as prescribed by Edexcel and will require the teacher-examiner to choose from a limited choice of three. (This will ensure that the second and third conversation topics are different to the main topic area selected for the first conversation.) Guidance on the types of question to be asked will be provided to ensure that candidates are given the opportunity to demonstrate their linguistic skills at an appropriate level. These will be sample questions showing how a conversation may be developed to allow candidate expansion within the related topic area, and are not compulsory.

Teachers are free to develop **any** related conversation sub-topic or sub-topics and some possible sub-topics are identified in the following grid. Although the choice and use of these sub-topics is at the teacher's discretion, there is no requirement to develop any additional sub-topics to those listed, although this will be permissible. As in the first conversation, those aiming at grade C and above will be expected to express opinions and use past, present and future tenses, or appropriate verb forms.

Suggested sub-topics

At home and abroad	My region/town… (or region/town in target-language country that the student has either visited or researched)
	Holidays
Education, **training and employment**	School life and routine
	Future plans
	Work experience (if appropriate)
House, **home and daily routine**	My home and domestic routine
	Family
	Friends
	Food and drink
Media, **entertainment and youth culture**	Television/cinema/music/theatre
Social activities, **fitness and health**	Sports/exercise
	Free time/interests
	Health issues

For example, a student undertaking Education, training and employment as their second or third conversation topic area, could talk about all the related sub-topics (school life and routine, future plans and work experience) or focus on just one. A revised bank of possible linked questions will be available.

Assessment arrangements

All speaking tests will be conducted by the teacher-examiner and recorded on a date chosen by the centre within a period specified annually by Edexcel. Centres must then send all recordings to Edexcel for marking. Please refer to the assessment criteria for further information. Further support will be available at INSET training sessions.

Paper 3: Reading and responding (assessment objective 3)

Candidates will be required to read a range of authentic written material of varying lengths. The questions will elicit a combination of non-verbal responses, target-language answers and answers in English. Up to 20% of the tasks set may require responses in English. These tasks will usually be placed at the end of the test.

A range of test-types will be used and may include grid completion, matching, form or plan completion, multiple-choice, note-taking, cloze tests, summary, questions in the target language and interpreting tasks. Where a response is required in English, tasks could include guided note taking or summary.

Students will be exposed to a range of stimuli (advertisements, articles and short passages) and these will include texts from ICT based sources.

Assessment

Marks will be allocated for communicating an easily identifiable correct response and no marks will be awarded for use of English where a target-language response is required (and vice versa). Dictionaries must **not** be used in these tests. Questions will be presented in a 'peaks and troughs' format which encourages candidates to complete the whole paper. A student experiencing difficulty with one particular task may find the next task more accessible since there is no progressive incline of difficulty.

Content

The material for the test may include signs, notices, short advertisements, messages and letters (both printed and hand-written), information leaflets and newspaper and magazine extracts. Candidates will be required to:

÷ identify and note main points

÷ extract specific details.

Additionally, questions targeted at grades D and C may require candidates to:

÷ identify points of view

÷ show some understanding of unfamiliar language

÷ understand reference to past, present and future events.

Students will also be required to respond to some longer texts, both factual and non-factual (targeted at grades C-A*). They will be expected to :

÷ identify and note main points

÷ extract specific details

÷ identify points of view

÷ recognise attitudes and emotions

÷ draw inferences and conclusions

÷ understand reference to past, present and future events.

Paper 4: Writing (assessment objective 4)

This paper will reward students for communication and content as well as for knowledge and application of grammar and structures.

Task 1: Candidates will be required to write short lists or fill in a form or questionnaire using individual words. The task will be marked for communication only and instructions will be in English. (5 marks)

Task 2: Candidates will be required to write a postcard or similar message of approximately 25–30 words. Task instructions will be given in English. (10 marks)

Task 3: Candidates will be required to produce a piece of continuous writing of approximately 60–70 words. A task could be a reply to a short letter in the target language, the expansion of notes or be based on visuals or other simple stimuli written in the target language. Task instructions will be given in English. (20 marks)

Task 4: Candidates may be required to narrate events, express ideas and justify points of view. They will be expected to produce longer sequences of writing, using a wider range of vocabulary, structure and time references. They will be offered a **choice of task** and will be required to produce a piece of approximately 130–150 words. Questions will be set so that candidates can undertake either narrative or discursive writing. These may be factual or imaginary narratives or involve extended letter writing. They may be based on stimuli in the target language, visuals or a combination of both. Instructions will be given in the target language. (20 marks)

Entry tiers

There is a single tier of entry for this specification as all papers have been designed to reward performances from grades G to A*.

Relationship of assessment objectives to external assessment

The tables on page 2 show the overall weightings of the assessment objectives and the relationship between the assessment objectives and each of the examination components.

Awarding, reporting and equivalence

The grading, awarding and certification of this specification will comply with the requirements of the GCSE and GCE A/AS Code of Practice for courses starting in September 2001, which is published by QCA. Qualifications will be graded and certificated on an eight grade scale from A* to G. The full qualification may be taken more than once. GCSEs have broad equivalence to General National Vocational Qualifications in the following terms:

÷ two GCSEs at grade D to G and two GCSEs at grade A* to C are equivalent to one three-unit GNVQ at Foundation and Intermediate level respectively

÷ four GCSEs at grade D to G and four GCSEs at grade A* to C are equivalent to one six-unit GNVQ at Foundation and Intermediate level respectively.

Language of assessment

Assessment of this specification will be through non-verbal or target-language responses although up to 20% of the tasks set in listening and reading papers will require responses in English. This is necessary in contexts which include simple authentic interpreting situations (eg your friend is unable to read Russian and wants to know…). Assessment materials will be published in the target language with English support provided where appropriate (eg: contextualisation).

Students with particular requirements

Regulations and guidance relating to students with special requirements are published annually by the Joint Council for General Qualifications and are circulated to examinations officers. Further copies of guidance documentation may be obtained from the following address or by telephoning 0870 240 9800.

Edexcel will assess whether or not special consideration or concession can be made for students with particular requirements. Requests should be addressed to:

Special Requirements
Edexcel Foundation
Stewart House
32 Russell Square
London WC1B 5DN

Private candidates

This specification is available to private candidates. Please contact the Edexcel Customer Response Centre on 0870 240 9800 for further details.

NB: Candidates should ensure that their examination centre is able to provide an appropriate teacher-examiner to conduct the speaking test.

Grade descriptions

The following grade descriptions indicate the level of attainment characteristic of the given grade at GCSE. They give a general indication of the required learning outcomes at each specified grade. The descriptions should be interpreted in relation to the content specified by the specification; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the student has met the assessment objectives overall. Shortcomings in some aspects of the examination may be balanced by better performances in others.

Grade F

Listening   Candidates identify and note main points and extract some details from simple language spoken clearly at near normal speed.

Speaking   Candidates take part in simple conversations showing some ability to substitute words and phrases. Their pronunciation is generally accurate, and although there may be grammatical inaccuracies, the main points are communicated.

Reading   Candidates identify main points and extract some information from short, simple texts. They use context to work out the meaning of words.

Writing   Candidates write short sentences, and respond to written texts by substituting words and set phrases. Although there may be mistakes in spelling and grammar, the main points are communicated.

Grade C

Listening   Candidates identify and note main points and extract details and points of view from language spoken at normal speed. The spoken texts include past and future events. They are drawn from a variety of topics that include familiar language in unfamiliar contexts.

Speaking   Candidates develop conversations and simple discussions which include past, present and future events, involving the use of different tenses. They express personal opinions and show an ability to deal with some unpredictable elements. Although there may be some errors, they convey a clear message, and their pronunciation and intonation are generally accurate.

Reading   Candidates identify and extract details and points of view from authentic and simulated texts, drawn from a variety of topics and which include past, present and future events. They show an ability to understand unfamiliar language.

Writing   Candidates express personal opinions and write about a variety of topics, both factually and imaginatively, including past, present and future events and involving the use of different tenses. They use an appropriate register. The style is basic but despite some errors the writing conveys a clear message.

Grade A

Listening Candidates understand gist and identify main points and detail in a variety of types of authentic spoken language. They recognise points of view, attitudes and emotions and are able to draw conclusions.

Speaking Candidates initiate and develop conversations and discussions, and narrate events. They express and justify ideas and points of view, and produce longer sequences of speech using a variety of vocabulary, structures and verb tenses. They speak confidently, with good pronunciation and intonation. The message is clear although there may still be some errors, especially when candidates use more complex structures.

Reading Candidates understand gist and identify main points and detail in a variety of types of authentic texts. They recognise points of view, attitudes and emotions and are able to draw conclusions. They show an ability to understand unfamiliar language and to extract meaning from more complex language.

Writing Candidates give information and narrate events both factually and imaginatively. They express and justify ideas and points of view. They produce longer sequences using a range of vocabulary, structure and verb tenses. Their spelling and grammar are generally accurate, and the style is appropriate to the purpose.

Assessment criteria

Assessment criteria are designed to reward learners at GCSE level. It will therefore not be necessary for candidates to perform 'perfectly' in order to attract the highest marks available in each grid. References to 'standard' etc should be interpreted in this context.

Minor errors could include the *occasional* slight spelling mistakes and incorrect adjectival agreement.

Major errors could include the *consistent* mismatching of subject and verb forms and incorrect vocabulary.

Speaking

Percentage weightings for the Speaking paper

Structure of speaking test		Mark allocation			Timing
		Communication and content	Application of grammar	Accuracy	
Conversation Topic 1 Topics 2 and 3	Chosen by the candidate Allocated by Edexcel	50%	25%	25%	8-12 mins in total

Assessment criteria – Conversation

Candidates can gain up to 10 marks in **each** of the following:

÷ **Communication and content**

÷ **Application of language**

÷ **Accuracy.**

Marks are not allocated separately for each topic but are awarded for performance throughout the full conversation (all three topics). Please refer to the following assessment grid.

Conversation

	Communication and content (50%)		Application of language (25%)		Accuracy (25%)
9-10	Responds very well indeed to a wide range of question types. Extremely responsive expands and develops relevant interchange on own initiative. Clearly expresses wide range of opinions and attitudes. Frequently justifies opinions.	9-10	Deploys a very wide range of structures and lexis as appropriate to questions. Use of some more complex lexical items. Very competent use of present, past and future modes.	9-10	Very accurate indeed although isolated, usually insignificant errors may occur. Pronunciation and intonation of a consistently good standard.
7-8	Responds well to a wide range of question types although occasional prompting required. Takes initiative/develops more elaborate responses. Conveys opinions without undue difficulty.	7-8	Generally at ease with subordination. Uses reasonably wide and mostly appropriate range of structure and lexis. Unambiguous use of tenses other than the present.	7-8	Generally accurate in straightforward language but errors made (possibly basic) in more complex language Pronunciation and intonation generally good.
5-6	Responds well to familiar, straightforward questions but experiences problems with more complex question forms. Conveys simple opinions. Deals with open questions but rarely expands. Dependent on teacher-examiner's structured language.	5-6	Offers some examples of subordination. Uses tenses without ambiguity. Mostly predictable lexical items deployed.	5-6	Generally accurate in simple, basic language despite a fair number of significant errors. Less accurate in more unfamiliar language situations. Some inconsistency. Pronunciation generally accurate.
3-4	Responses restricted to very straightforward questions. Answers invariably limited, short and very hesitant. Very dependent on teacher-examiners' language and prompts. Opinions limited to basic likes and dislikes.	3-4	Predominantly uses short main clause structures. Little or no awareness of tense concept other than the present. Inappropriate lexical items may impede communication at times. Deploys a very limited/repetitive range of structure and lexis.	3-4	Communicates main points despite high incidence of errors. Some 'pre-learnt' stereotypes correct but frequent and basic inaccuracy in manipulated language. Pronunciation inconsistent.
1-2	Produces minimal responses (mainly one word replies or very short phrases). Limited comprehension of basic questions and limited response. Totally reliant on teacher-examiner's structured questions.	1-2	Operates only in most basic structures. Rarely offers complete sentences. Resorts frequently to non-target language.	1-2	Consistently inaccurate language. Pronunciation impedes basic communication most of the time. Offers only isolated examples of accurate language. Pronunciation very poor.
0	No rewardable communication/content	0	No rewardable language	0	No rewardable language

Writing mark scheme

The first question rewards candidates for communication only whereas all other questions attract marks for Knowledge and application of target-language grammar and structures. Questions 3 and 4 share a common mark scheme for Communication and content, Knowledge and application of language and Accuracy. The Knowledge and application mark scheme for question 2 incorporates elements which reward accuracy.

Question 1

Marked for communication only.

Marks are awarded positively for each item/point communicated in such a way that it can be readily understood by a sympathetic native speaker. No marks are allocated for accuracy beyond that required for effective communication.

Question 2

Marks are awarded globally across each task using the criteria below:

Communication and content	
5	The task is completed, perhaps with minor ambiguity or omission.
4	Most of the task is completed. There may be some ambiguity or omission.
3	About half of the task is completed, though with some ambiguity.
2	One or two elements of the task are completed but with some ambiguity.
1	There is little meaningful communication – single lexical items only.
0	No effective communication.
Knowledge and application of language	
5	Appropriate vocabulary for the task. Correct syntax in simple phrases. Generally accurate with some lapses.
4	Basic errors evident but these rarely interfere with communication. Able to construct simple sentences with some lapses. Vocabulary and structures generally appropriate for the task.
3	Inaccurate language sometimes impedes communication. Shows some ability to construct simple sentences. Vocabulary and structures adequate to the task.
2	Much inaccuracy which impedes communication. Some examples of simple sentence structure - prelearned phrases. Vocabulary and structures only just adequate for the task.
1	Frequent errors which prevent communication, only isolated examples of accurate recognisable language – odd words or characters. No awareness of structure.
0	No language worthy of credit.

Questions 3 and 4

Marks are awarded for **Communication and content** as well as for **Knowledge and application** and **Accuracy of language**. Please refer to the following grids:

Communication and content	
9-10	Task clearly understood and responds fully to stimulus. Ability to narrate, expand, give full descriptions and express opinions as appropriate to task. Time sequence/verb tenses clear with no ambiguity. Piece clearly linked as a whole and relevant to set task. Coherent, pleasant to read.
7-8	Responds fully to all or nearly all of the task although there may be some minor omissions. Task clearly understood. Shows ability to go beyond a minimal response, and provides evidence of description and opinion as appropriate to the task. Time sequence/verb tenses generally sound with occasional lapses. Coherent with some lapses. Fairly clear, and reasonable attempt to link the piece into a whole. May be rather pedestrian or alternatively, somewhat over ambitious.
5-6	Majority of task completed and relevant information conveyed although there may be some omissions. There may be some misunderstanding of the question leading to some irrelevance. Evidence of ability to go beyond a minimal response, beginning to expand ideas and express opinions etc suitable for factual/imaginative tasks. Appropriate use of verb tenses with some lapses, sometimes leading to ambiguity. Comprehensible overall with some attempt at linking piece into a whole. Ambiguous in places especially if more ambitious language is attempted.
3-4	Main points of question completed but some of the task may have been misunderstood. Some relevant information conveyed but there may be major omissions and/or irrelevance, repetition. Level of response minimal with no evidence of description or opinions etc appropriate to task. Some attempt at verb tenses but inconsistent and unreliable/insecure leading to ambiguity. Just about comprehensible overall. Not easy to read.
1-2	Little relevant information conveyed. Much ambiguity and omission. Task generally misunderstood. Substantial degree of irrelevance and incoherence. Time indications/verb tenses required by the task are absent or unreliable. Except for isolated items would not be comprehensible to a native speaker.
0	No relevant communication.

	Knowledge and application of language
5	Vocabulary and structures comfortably equal to the task. Variety of vocabulary, idiom and structures appropriate for narrative and description eg expressing and justifying opinions, ideas and points of view and to avoid repetition. Confident use of more complex structures such as pronouns, negatives, superlatives, range of tenses although there may be the occasional lapse. Clear ability to manipulate language to suit purpose.
4	Evidence of a range of vocabulary and structures appropriate to narrative and description, eg expressing opinions, justifying ideas and points of view. Some attempt to vary sentences by using more ambitious structures: subordinate clauses, pronouns, adverbial or other phrases, range of tenses, although these are unlikely to be wholly successful. Shows ability to manipulate language to suit purpose, albeit with mistakes.
3	Vocabulary and structures adequate to task. Language appropriate for purpose, there may be occasional mother-tongue influence, which does not impede communication. Style basic, correct syntax when using simple short sentences. Some longer sentences where syntax not always correct. Fairly correct use of standard idiom. Attempts enhancement of fact with adjectives and adverbial phrases with (some) success. Attempts to use subordinate clauses/simple linking. Evidence of correct formation of tenses with some lapses. Although there will be prelearned, set phrases and attempts to manipulate the language, this may be only partially successful.
2	Limited vocabulary and structures, only just adequate to the task. Language basic and sometimes inappropriate to the task, some mother-tongue influence and words in non-target language. Sentences simple and usually short, syntactically more or less correct, occasional use of standard idiom. Some evidence of correct formation and use of verbs/tenses though frequent lapses. Prelearned, set phrases predominate and there will be no evidence of any ability to manipulate the language. Some attempt at enhancement of fact with adjective or adverbial phrases though these are likely to be only partially successful. There may be some simple subordination.
1	Very limited language. Frequent use of mother-tongue or non-target language words greatly restricts communication. Language very basic and frequently inappropriate. Little understanding of language structures eg the formation and use of tenses. There may be the occasional almost correct phrase or short sentence but this will be pre-learned or stereotyped.
0	No language worthy of credit.

Accuracy of language	
5	High level of accuracy though not necessarily faultless. Spellings, genders, agreements, verb forms generally mastered with the odd slip. Secure when using more complex language but again there may be minor errors.
4	Generally accurate in straightforward language, most verb forms correct, secure in genders and agreements but the odd lapse. Spellings mostly accurate. Accuracy can be more variable when more complex structures are attempted.
3	Fairly accurate in simple language. Some lapses in spellings and genders and verb endings. Inconsistency in verb forms but more correct than incorrect. Spellings of common words generally accurate. About half of what is written should be free of major errors; inaccuracy increases if attempts more complex structures. Despite error the message is communicated.
2	Many basic errors but main points communicated. Some correct phrases but frequent misspellings, inaccurate genders, incorrect verb endings.
1	Frequent basic errors and inaccuracies prevent communication. Isolated examples of correct language. Spellings and genders very weak. Little or no evidence of correct verb formation.
0	No language worthy of credit.

Writing

Mark allocations – Writing

	Task 1	Task 2	Task 3	Task 4
Communication and content	5	5	10	10
Application of language	-	5	10*	10*

*Marks are equally divided between 'Application of Language' and 'Accuracy' within this task.

Learning and teaching requirements for key stages 3 and 4

This specification complements and corresponds to the learning and teaching requirements for key stages 3 and 4 of the national curriculum for England as listed below.

Acquiring knowledge and understanding of the target language

Pupils should be taught:

÷ the grammar of the target language and its application

÷ how to express themselves using a range of vocabulary and structures

÷ the principles and interrelationship of sounds and writing in the target language.

Developing language skills

Pupils should be taught:

÷ how to listen carefully for gist and detail

÷ correct pronunciation and intonation

÷ how to ask and answer questions

÷ how to initiate and develop conversations

÷ how to vary the target language to suit context, audience and purpose

÷ how to adapt language they already know for different contexts

÷ strategies for dealing with the unpredictable

÷ techniques for skimming and for scanning written texts for information including those from ICT-based sources

÷ how to summarise and report the main points of spoken or written texts, using notes where appropriate

÷ how to redraft their writing to improve accuracy and presentation, including the use of ICT.

Developing language-learning skills

Pupils should be taught:

÷ techniques for memorising words, phrases and short extracts

÷ how to use context and other clues to interpret meaning

÷ to use their knowledge of English or another language when learning the target language

÷ how to use dictionaries and other reference materials appropriately and effectively

÷ how to develop their independence in learning and using the target language.

Developing cultural awareness

Pupils should be taught about different countries and cultures by:

÷ working with authentic materials in the target language, including some ICT-based sources

÷ communicating with native speakers

÷ considering their own culture and comparing it with the cultures of the countries and communities where the target language is spoken

÷ considering the experiences and perspectives of people in these countries and communities.

Breadth of study

During key stages 3 and 4, pupils should be taught the Knowledge, skills and understanding through:

÷ communicating in the target language in pairs and groups, and with their teacher

÷ using everyday classroom events as an opportunity for spontaneous speech

÷ expressing and discussing personal feelings and opinions

÷ producing and responding to different types of spoken and written language, including texts produced using ICT

÷ using a range of resources, including ICT, for accessing and communicating information

÷ using the target language creatively and imaginatively

÷ listening, reading or viewing for personal interest and enjoyment, as well as for information

÷ using the target language for real purposes

÷ working in a variety of **contexts**, including: everyday activities, personal and social life, the world around us, the world of work and the international world.

The wider curriculum

Key skills

This specification will provide opportunities, as appropriate, to develop the key skills of information technology, improving own learning and performance, working with others and communication*.

Examples of such opportunities are signposted throughout the specification. It is important that these opportunities fall naturally into a programme of study, and it may be that not all the examples are appropriate for all programmes. The examples offered may be adapted to suit particular situations, and it will be possible to devise many alternative opportunities and approaches. The development of key skills can enhance teaching and learning strategies and can be a stimulus to new approaches, and increase levels of student involvement.

*Although learning a modern foreign language will greatly assist in the development of effective communication skills, it is important to stress that evidence for the key skill of Communication can only be evidenced in English, Irish or Welsh.

Key skills opportunities are detailed more fully in *Appendix 4*.

Social, cultural, spiritual, moral and ethical issues

This specification contributes to an understanding of spiritual, moral, ethical, social and cultural issues.

Social and cultural issues

The ethos of any language course is to promote understanding of other cultures in addition to developing language knowledge. Use of the target language in a range of contexts and for different purposes offers natural opportunities for students to consider and express opinions on a variety of social and cultural issues. In particular, the specification identifies the importance of developing student awareness of 'Current affairs, social and environmental issues'.

Spiritual, **moral and ethical issues**

General spiritual, moral and cultural values of society and the individual should also be upheld. The qualification encourages individual learning, pair work and group activities. When working with others, the respect of each member's personal beliefs is very important in building a positive and supportive environment in which to develop and respond. In producing and making notes on their own work and through research, students may address spiritual, moral and cultural implications and impact on others through their written and oral communication.

Education for citizenship

This specification makes a contribution towards coverage of the key stage 4 programme of study for citizenship. Study of a modern foreign language can enable students to understand and appreciate different countries, cultures, people and communities. They will be expected to learn about the customs, everyday life and traditions of the countries or communities where the target language is spoken.

This affords students an opportunity to consider themselves as world citizens as well as citizens of the United Kingdom and Europe.

Information and communication technology

Information and communication technology can play a vital role in supporting and stimulating modern foreign language learning. As the range of available software increases and as access to E-mail and Internet facilities becomes more widespread, it is expected that teachers will integrate ICT activities into the language-learning process. It provides an effective means of communication with foreign students and can facilitate independent target-language learning and research.

Environmental education, health and safety education and the European dimension

This qualification provides opportunities to support awareness of environmental issues, health and safety considerations and European developments consistent with relevant international agreements. This can be in the form of activities undertaken within the contexts of everyday activities, personal and social life, the world around us, the world of work and the international world which feature in this specification. Although Russian is not an official language of the European Union, the specification provides opportunities for language activities which have a European or International dimension. For example, students may refer to European social issues, celebrities or visits. This is reflected in the topics and minimum core vocabulary of the specification. References may also be made to Russian speaking communities in Europe.

Textbooks and other teaching resources

Advice on language teaching resources is available from the following organisations:

CILT (Centre for Information on Language Teaching)
20 Bedfordbury
London WC2N 4LB
Tel: 020 7379 5110

Grant and Cutler Ltd,
55-57 Great Marlborough Street
London W1V 2AY
Tel: 020 7734 2012

Association for Language Learning (ALL)
150 Railway terrace
Rugby CV21 3HN
Tel: 01788 546443

Useful Internet site addresses

All the websites listed commence http://www.

The sites given represent a selection of the large number available. The list should not be regarded as recommended or exhaustive. It is suggested that interested teachers and students should experiment and pursue their own research to find suitable and helpful websites.

linguanet.org.uk/websites/websites.htm
Site maintained by CILT, provides links to Russian sites.

educationunlimited.co.uk/netclass/schools/modernlanguages/0,5
607,79833,00.html
This is a site hosted by *The Guardian* and *The Observer* and provides exercises and links for Russian.

www.quia.com/index.html
American site with interactive mainly mnemonic exercises designed by teachers in many languages. It provides templates for designing your own exercises.

Examiners' comments and mark schemes

Examiners' comments and mark schemes will be issued to centres for each language after each examination session. Additional copies may be obtained from Edexcel Publications.

Support and training

Training

A programme of INSET courses covering various aspects of the specifications and assessment will be arranged by Edexcel each year on a regional basis. Full details may be obtained from:

INSET
Edexcel Foundation
Stewart House
32 Russell Square
London WC1B 5DN

Tel: 020 7758 5620
Fax: 020 7758 5950
020 7758 5951 (second fax number)
E-mail: inset@edexcel.org.uk

Website

www.edexcel.org.uk

Please visit the Edexcel website, where further information about training and support for all qualifications, including this GCSE, can be found.

The website is regularly updated, and an increasing amount of support material and information will become available through it.

Edexcel Publications

Support materials and further copies of this specification can be obtained from:

Edexcel Publications
Adamsway
Mansfield
Notts NG18 4FN

Tel: 01623 467467
Fax: 01623 450481
E-mail: publications@linneydirect.com

A teachers' guide will also be available from spring 2001.

E-mail

A special E-mail facility has been set up which is dedicated to providing centres with a modern foreign language advice and information service. Queries can be sent direct to ModernLanguages@edexcel.org.uk.

Regional offices and Customer Response Centre

Further advice and guidance is available through a national network of regional offices. For general enquiries and for details of your nearest office please call the Edexcel Customer Response Centre on 0870 240 9800.

Appendices

Appendix 1 – Rubrics

Rubrics

The key words and phrases used in rubrics across the papers are given below. They may be used either as printed or elements of them may be combined.

пример

поставь …   галочку / галочки

напиши …   букву / да или нет / открытку / записку /
              список / письмо / отчёт (об этом)

ответь …   на вопросы

отвечай …   на вопросы по-русски

заполни …   бланк / анкету / таблицу / пропуски

прочитай …   письмо / статью / текст и т.д.

выбери …   подходящие слова (из таблицы)
              правильный ответ/подходящее слово
              предложение(-я), которое(-ые)
              соответстует(-ют) информации в тексте

опиши …
расскажи …
реши …
послушай / прослушай …
ты должен / должна ответить …
              на все вопросы
              на вопрос № 1 и или вопрос № 2, или вопрос № 3

внимание - не все слова (в таблице / списке) нужны

не забудь ответить на все вопросы

около 50 (и т.д.) слов

In addition, introductory contextualisation may be used, for example:

ты получил/а письмо от друзей в России

ты видишь эту рекламу

ты читаешь статью в газете

кому ты позвонишь?

в аэропорту

Appendix 2 – Linguistic structures

Linguistic structures

GCSE candidates will be expected to have acquired knowledge and understanding of the grammar of the modern foreign language during their course.

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

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

The broad categories such as noun cases, tense and aspect of verbs etc., are defined as a whole, but with the understanding that learners of Russian develop their command in these areas as a gradual process. So, in the examinations, the kind of command expected will be appropriate to the level and task, with differentiation of recognition and active usage. Other categories may be defined in more specific terms, eg as receptive (R) only, or for a limited number of examples only (which are given in the Vocabulary List).

NOUNS 1. Gender, number, case 2. Common irregular forms eg в углу́, друзья́, дома́ 3. Adjectives used as nouns eg столовая, русский	
ADJECTIVES 1. Long forms in all cases, singular/ plural 2. Prefixed with не- 3. Common use of short forms eg (a) рад, тепло, отлично (b) должен, нужен (R) 4. Comparatives and superlatives (a) with бо́лее and ме́нее (R) (b) the form in -ee (R) eg быстре́е (c) common special forms, short and long, eg бо́льше, ме́ньше, лу́чший, ста́рший (see Vocabulary List) (d) expressing 'than' after a comparative (i) using чем (ii) with the genitive (R) eg моло́же бра́та (e) use of са́мый to form superlatives	Further common use of short forms Comparatives and superlatives with бо́лее and ме́нее (R) Use of prefix по- (R) eg побо́льше
ADVERBS 1. Forms in -o eg бы́стро 2. Comparative forms (R) 3. Forms such as по-ру́сски, по-англи́йски	Forms in -ски eg практи́чески (R) Use of prefix по- (R)

PERSONAL PRONOUNS	
1. Personal pronouns in all cases Себя in all cases (R)	Сам/ сама/ сами (R)

DEMONSTRATIVES, INTERROGATIVES, RELATIVES ETC	
1. этот, кто, что, какой, каждый in all cases, singular and, where relevant, plural 2. тот, такой in all cases (R) 3. который, весь, in nom/acc, sing/pl; in oblique cases sing/pl (R) 4. Common use of -нибудь, -то (R)	любой, такой же, тот же, не тот, друг друга (R) Use of всё, что and то, что (R) Use of -нибудь, -то (R)

POSSESSIVES	
1. Possessives in all cases, singular and plural 2. его, её, их 3. свой in all cases, singular and plural (R)	свой in all cases, singular and plural (R)

VERBS	
1. Aspects: perfective, imperfective 2. Tenses: present, past, future 3. Infinitives 4. Reflexive verbs 5. Imperative - 2nd person singular and plural, 1st person plural 6. Use of 3rd person plural without они (R) 7. Use of бы with past tense in: хотел/а/и бы, хотелось бы 8. Verbs of motion (a) standard use of simple verbs ходить, идти/пойти and ездить, ехать/поехать (b) commonly used prefixed forms of these verbs, eg приходить/прийти, входить/войти, уезжать/уехать (see Vocabulary List) (c) other verbs of motion only as listed in Vocabulary 9. Past passive participle - common short forms only, eg закрыт (see Vocabulary List)	Other uses of бы eg он пошёл бы, если бы Further uses of simple and prefixed verbs of motion Other common forms (R) eg продан, заказан
Note: Other participial forms and gerunds may occasionally occur but knowledge of these forms will not be required to complete the tasks.	

IMPERSONAL CONSTRUCTIONS	
1. Common verbs used impersonally: нравиться/по-, хотеться eg мне нравится/понравилось	Other common uses eg (мне) приходится
2. Other various common constructions eg (мне) холодно, тепло, мне надо/нужно	Further common uses eg (мне) досадно
NUMBERS AND QUANTITY	
1. Cardinal numbers: один in all cases; remaining numbers in oblique forms in common phrases only eg около шести	Further common use of oblique forms (R), eg в двухстах метрах от дома
2. Inversion for approximation (R) eg минут десять	
3. Ordinal numbers 1st-31st, including common use in oblique cases, eg на первом этаже	Remaining ordinals up to 100th
4. Collective numerals двое, трое (R) eg двое детей	Collective numerals двое, трое (R)
5. Expressions of quantity with genitive eg много книг, мало времени	
PREPOSITIONS	
1. Common prepositions and their cases (see Vocabulary List)	A wider range of prepositions (R)
TIME AND DATES	
1. Time of day including 24 hour clock and полшестого, без четверти etc	
2. Days, months, years, dates	
3. Use of the above with and without prepositions, eg утром, в субботу	
4. Duration, eg пять дней, (на) неделю	
5. Frequency, eg два раза в месяц	
NEGATION	
1. Simple negation using не	Negative prefix не-, eg негде (R)
2. нет, не было, не будет + genitive	
3. Negative prefix ни- including case forms without prepositions eg никто, никого, нигде	Negative ни with prepositions (R) eg ни с кем
4. ни...ни (R)	ни...ни (R)

Appendix 3 – Minimum core vocabulary

Minimum core vocabulary list – Russian

The following vocabulary list is intended to assist teachers in the planning of work in relation to the programmes of study. Assessment tasks targeted at grades G-C will be based on this vocabulary list although they may include some unfamiliar vocabulary. In addition to the specified vocabulary, students will be expected to have knowledge of numbers, times, days of the week, months, etc. Some of the vocabulary in the list is not unique to the topic under which it is listed and may appear under more than one heading.

Occasional glossing of individual words may occur in the examinations although this will be avoided whenever possible.

At home and abroad

автобус	промышленный
автомобиль	проспект
адрес	река
аптека	родиться
аэропорт	рынок
банк	спортивный центр
бассейн	стадион
берег	станция
библиотека	стоянка
больница	страна
бюро находок	такси
городской транспорт	терять
гость	торговый центр
дача	трамвай
деревня	троллейбус
дома	улица
домик	универмаг
домой	универсам
за город	фабрика
за городом	ферма
здание	фермер
зоопарк	хотеть
купаться	центр
люди	церковь
лес	цирк
магазин " Хлеб"	человек
магазин "Мясо"	электричка
машина	(мне) нравится
метро	багаж
милиционер	балкон
мопед	билет
море	билет в один конец
мост	брать
мотоцикл	брошюра
музей	бюро обслуживания
на море	вагон
озеро	валюта
описать	ванна
описывать	велосипед
остановка (автобуса)	взять
отметить	вид
отмечать	видеть
очередь	виза
памятник	водить
переход	вокзал
песок	восток
площадь	встретить(ся)
поле	встречать(ся)
поликлиника	вход
праздник	выход
пригород	гид

гора	поезд
город	поездка
гостиница	ездить/ехать/поехать
гость	позвонить
далеко	получать
дворец	получить
документы	порт
дорога	приезжать
достопримечательности	приехать
ехать	провести
железная дорога	проводить
жить в палатке	продолжать(ся)
за границей	прямо
за границу	путешествие
загорать	район
заказать	регистрация
заказывать	рубль
зал ожидания	садиться (в автобус)
запад	самолёт
звонить	светофор
иностранный	север
информация	сезон
как пройти/проехать в...	сесть (в автобус)
камера хранения	собор
карта	современный
километр	справочное бюро
Кремль	столица
купе	сувенир
курс (обмена)	сумка
кэмпинг	счастливого пути!
летать/лететь/полететь	таможня
лифт	тур
лодка	турист/ка
матрёшка	туристическое бюро
Москва	увидеть
на море	фотоаппарат
называется	фотография
налево	фунт
направо	чемодан
номер	экскурсия
обмен валюты	экскурсовод
обменивать	юг
обменять	весна
обратный билет	весной
останавливаться	ветер
остановиться	гроза
открытка	гром
отправиться	дождь
отправляться	жарко
парк	зима
паспорт	зимой
пассажир	климат
платформа	лето
пляж	летом

молния
мороз
небо
облако
осень
осенью
погода

прогноз погоды
снег
солнце
тепло
туман
холодный

Education, training and employment

биология
бумага
вопрос
география
директор школы
домашнее задание
доска
заниматься
заняться
изучать
институт
Интернет
история
кабинет музыки
калькулятор
каникулы
карандаш
класс, кабинет
книга
компьютер
курс
курсор
лаборатория
линейка
литература
магнитофон
марка
математика
написать
например
наука
ненавидеть
отвечать
ответить
парта
перемена
перерыв на обед
пешком
писать
повторять
повторить
помогать

помочь
портфель
посылать
послать
почта
почтовый ящик
предмет
предпочитать
разговаривать
расписание
религия
рисование
рисовать
ручка
сайт
сдавать экзамены
сдать экзамены
семестр
сесть
словарь
слово
спортзал
средняя школа
старый
столовая
студент/ка
тетрадь
трудный
университет
урок
учебник
ученик
ученица
учитель/ница
учиться
физика
физкультура
форма
химия
член
школа
электронная почта

язык	письмо
авиа(письмо)	план
безработный	платить
бизнесмен/ка	полицейский
биолог	почтальон
бланк	принтер
видеомагнитофон	программа
галстук	продавать
завод	продать
зарабатывать	продавец/продавщица
заработать	профессия
зарплата	работа
инженер	работать
интересно	работник
кассир/ша	рабочая практика
компания	рабочий
конверт	реклама
механик	становиться
начать(ся)	стать
начинать(ся)	физик
офис	фирма
официант, официантка	химик
писатель	Шофёр

House, home and daily routine

Банан	закуска
Банка	заплатить
Бар	значок
Бифштекс	идея
Блины	икра
Борщ	картофель
Бутерброд	картошка
Бутылка	касса
блюдо	кафе
Ветчина	каша
вилка	килограмм
вино	киоск
вкусный	колбаса
водка	конфеты
вода	котлета
газ	кофе
горячий шоколад	курица
готовить	лимон
грамм	лимонад
гриб	литр
ГУМ	ложка
гамбургер	маленький
джинсы	масло
делать покупки	метр
десерт	минеральная вода
еда	молоко
завтрак	монета
завтракать	мороженое

мясо	высокий
носки	выходить замуж
обед	голос
обедать	девочка
овощи	девушка
омлет	дедушка
огурец	дети
пара	домохозяйка
пиво	дочь
пирог	друг друга
пирожное	друг, подруга
платок	друзья
позавтракать	дядя
половина	его
помидоры	её
пообедать	жена
поужинать	жениться
продукты	женщина
ресторан	имя
рис	их
рыба	какой
салат	лет
сапоги	лицо
сахар	любить
свежий	мальчик
свитер	мама
сладкий	мать
сок	младший
суп	мой
сыр	муж
стол	мужчина
тарелка	мыть
торт	наш
фрукты	одеваться
хлеб	одеться
чай	отец
чашка	отчество
шапка	папа
шарф	ребёнок
шашлык	родители
щи	рука
яблоко	себя
яйцо	семья
электричество	сестра
бабушка	симпатичный
блондин/ка	старший
брат	счастливый
брюнет/ка	сын
ваш	твой
волосы	тётя
вставать	только
встать	у меня
выглядеть	у меня есть
выйти замуж	у меня нет

ухо	нож
фамилия	окно
характер	очки
цвет	плейер
(домашнее) животное	пол
буфет	постель
ванная	почистить
вечер	птица
возраст	принимать ванну
газон	принимать душ
гараж	принять ванну
гардероб	принять душ
гостиная	приятный
дверь	радио
двор	ремонт
дерево	сад
диван	самовар
дом	собака
душ	спальня
идти спать	стакан
картина	стена
квартира	стерео
ключ	стул
комната	телевизор
кошка	телефон
кресло	туалет
кровать	ужин
кухня	утро
коридор	холодильник
лампа	цветы
лежать	чистить
лестница	шкаф
мебель	шторы
мыть посуду	этаж

Media, entertainment and youth culture

актёр,актриса	кончать(ся)
атлетика	кончить(ся)
бадминтон	костюм
балет	купальник
билет	кларнет
блузка	матч
ботинки	меню
брюки	место
воллейбол	мобильный телефон
гимнастика	мода
игра	модный
играть	музыка
интерес	одежда
карты	опера
кино	пальто
кинотеатр	петь
команда	пиджак

пластинка

платье

плащ

погулять

принимать

принять

рубашка

сквош

спектакль

спорт

спортсмен/ка

стоить

скрипка

танец

театр

туфли

юбка

носить

включать

включить

выключать

выключить

газета

детективный фильм

документальный (фильм)

журнал

комедия

мультфильм

новости

фильм ужасов

мир

народ

национальность

проблема

Social activities, fitness and health

бегать

в углу

вечеринка

дискотека

заниматься спортом

знакомиться

кататься на велосипеде

кататься на коньках

кататься на лыжах

каток

классическая музыка

концерт

народная музыка

оркестр

очередь

пикник

плавать

познакомиться

популярная музыка

посещать

посетить

пьеса

лодка

раз

свободное время

скрипка

слушать

смотреть

собирать

танцевать

тратить (деньги)

читать

упражнение

шахматы

электронные игры

день рождения

ёлка

Пасха

поздравлять

поздравить

Рождество

С днём рождения

С Новым годом

С Рождеством

кассета

баскетбол

футбол

хоккей

чек

гитара

друг / подруга по переписке

игрушка

пианино

слушать музыку

теннис

хобби

банк

булочная

бумажник

гастроном

дарить

дорогой

деньги

карманные деньги

компактдиск

кошелёк	голова
купить	горло
магазин	грипп
обмен	диета
подарить	желудок
подарок	здоровый
покупать	зубная паста
размер (обуви)	зубной врач
самообслуживание	курить
сколько	медсестра
супермаркет	нога
счёт	нос
ходить по магазинам	отдых
цена	отдыхать
часы	отдохнуть
(у меня) болит голова	сигарета
(у меня) болит горло	скорая помощь
(у меня) болит живот	таблетка
(у меня) болит зуб	температура
(у меня) болит ухо	чувствовать себя лучше
вегетарианец	хуже
врач	
глаз	

Social conventions

до завтра	извини, извините
до свидания	пожалуйста
до скорого	привет
доброе утро	прости, простите
добрый вечер	(большое) спасибо
добрый день	спокойной ночи
дорогой	счастливо
здравствуй/те	
как дела	

Prepositions

без	над
в конце	о, об
в, во	около
во время	от
для	перед
до	под
за	после
из	рядом с
из-за	с
к	у
между	через
на	

Adjectives

более
быстрый
великий
весёлый
высокий
глупый
готовый
грязный
длинный
добрый
должен/на/ны
другой
закрытый
короткий
красивый
лёгкий
любимый
медленный
менее
молодой
новый
нужен/на/ны
открытый
плохой
полезный

последний
прекрасный
рад/а/ы
ранний
самый
серьёзный
сильный
скучный
слабый
сладкий
следующий
слишком
смешной
согласен/на/ны
типичный
тихий
толстый
удобный
ужасный
умный
устал/а/и
хороший
чистый
шумный

Verbs

быть
водить машину
вернуться
возвращаться
войти
входить
выйти
выходить
говорить
гулять
давать
дать
доходить
дойти
думать
делать
есть
есть
ждать
желать
жить
забывать
забыть
зайти

заходить
закрывать(ся)
закрыть(ся)
знать
интересоваться
мочь
надеяться
находить(ся)
нравиться
открывать(ся)
открыть(ся)
пить
показать
показывать
понимать
понять
потерять
приготовить
приходить
рассказать
рассказывать
решать
решить
садиться

сесть
сидеть
сказать
слышать
спать.
спрашивать

спросить
уйти/уехать
услышать
уходить, уезжать

Colours

белый
голубой
жёлтый
зелёный
коричневый
красный

светлый
серый
синий
тёмный
чёрный

Quantities

много
немного
несколько

пакет

Connecting words

а
и
или
но

потом
также

Time expressions

вечер(ом)
во́ время
время от времени
вчера
день
завтра
каждый день
на следующий день
ночь

днём
ночью
прошлый год
поздно
скоро
утро(м)
сегодня

Expressions

вот
как пишется это слово?
конечно
к сожалению
к счастью
мне кажется

может быть
обычно
по-английски
по-моему
по-русски
с удовольствием

Other words

близко
больше
бы
весь
вместе
вниз
внизу
возможно
время
всегда
в котором часу
где
да
давно
довольно
долго
если
ещё
ещё раз
здесь
и т.д. (и так далее)
иногда
каждый
как
когда
конец
кто
кто-то
куда
ладно
лучше
можно
наверх
наверху

надо
назад
наконец
не
нельзя
нет
ни
никогда
ничего
опять
откуда
очень
потому что
почему
почти
слева
справа
средний
сюда
так
там
теперь
тогда
тоже
тому назад
тот
туда
тут
уже
часто
число
что
чтобы
это

Countries and continents

Америка
Англия
Великобритания
Германия
Европа
Ирландия
Испания
Италия

Россия
США
Украина
Уэльс
Франция
Шотландия

Nationalities and languages

американец

американка

английский

англичанин

англичанка

испанский

итальянский

немец

немецкий

русский

француз

французский

Areas and mountains

Кавказ

Крым

Сибирь

Урал

Чёрное море

Appendix 4 – Key skills

This GCSE offers a range of opportunities for students to:

÷ develop their key skills

÷ generate assessed evidence for their portfolio.

In particular, the following key skills can be developed through this specification at level 2:

÷ information technology

÷ improving own learning and performance

÷ working with others

÷ *communication.

* Although learning a modern foreign language will greatly assist in the development of effective communication skills, it is important to stress that **evidence for the key skill of communication can only be evidenced in English, Irish or Welsh**.

Copies of the key skills specifications can be ordered from Edexcel Publications.

The individual key skills units are divided into three parts:

÷ Part A: what you need to know – this identifies the underpinning knowledge and skills required of the student

÷ Part B: what you must do – this identifies the evidence that students must produce for their portfolio

÷ Part C: guidance – this gives examples of possible activities and types of evidence that may be generated.

This GCSE specification signposts development and internal assessment opportunities which are based on Part B of the level 2 key skills units. For those students working at level 1, these level 2 opportunities can also be used to generate evidence at level 1. Reference should be made to the appropriate level 1 statements in the key skills specifications.

The evidence generated through this GCSE will be internally assessed and contribute to the student's key skills portfolio. In order to achieve the key skills qualification, students will need to take the additional external tests associated with communication, information technology and application of number. Centres should check the current position on proxy qualifications as some students may be exempt from part or all of the assessment of a specific key skill.

Each paper (listening, speaking, reading and writing) within all the modern foreign language GCSEs featured in this specification will provide opportunities for the development of the key skills identified. This appendix identifies the key skills evidence requirements and also provides a mapping of those opportunities. Students will need to have opportunities to develop their skills over time before they are ready for assessment. This appendix contains illustrative activities for each key skill that will aid development and facilitate the generation of appropriate portfolio evidence. To assist in the recording of key skills evidence Edexcel has produced recording documentation which can be ordered from Edexcel Publications.

Mapping of key skills: summary table

Key skills (level 2)	Paper 1	Paper 2	Paper 3	Paper 4
Information technology				
IT2.1	✔	✔	✔	✔
IT2.2			✔	✔
IT2.3				✔
Working with others				
WO2.1	✔	✔	✔	✔
WO2.2	✔	✔	✔	✔
WO2.3	✔	✔	✔	✔
Improving own learning and performance				
LP2.1	✔	✔	✔	✔
LP2.2	✔	✔	✔	✔
LP2.3	✔	✔	✔	✔
Communication				
C2.1a	✔	✔		
C2.1b		✔		✔
C2.2		✔	✔	✔
C2.3				✔

Information technology level 2

When producing work for any of the GCSEs in this specification, students will have numerous opportunities to use information technology. The Internet, CD ROM, etc could be used to collect information. Documents can be produced using relevant software and images may be incorporated in those documents. Early drafts of documents could be E-mailed to tutors for initial comments and feedback.

As part of their modern foreign language programme students may not be able to generate sufficient evidence required for this unit, for example working with numbers through the use of a spreadsheet application, or some aspects of database use. In this situation, students may use standalone IT sessions for development and evidence generation and/or other parts of their GCSE course.

Key skill portfolio evidence requirement		GCSE paper(s)	Opportunities for development or internal assessment
IT2.1	Search for and select information for **two** different purposes	1, 2, 3, 4	Students will need to identify suitable sources of information and effectively search for information using multiple criteria. Information selected should be interpreted and students should decide what is relevant for their purpose. A student could, using key words, search, locate and extract target-language information from the Internet or other ICT sources on a given topic as appropriate to the activity (eg reviewing a tourist bulletin of a given locality and then selecting suitable holiday activities for different people with specific interests or requirements).
IT2.2	Explore and develop information, and derive new information, for **two** different purposes	3, 4	Students are required to bring together information in formats, such as tables, that help development. The information should be explored by, for example, changing information in a spreadsheet model. Information should also be developed and new information derived as appropriate, for example through the use of headings, tables, charts and graphs. New information could be derived from websites, eg football league table or another sports-related source from a target-language country, and this could be compared with results from the previous year and, using different formulae, converted into tables. This could provide a stimulus for further research and language development, eg students could discover more information about a certain club and key players. Eg a student could undertake research into the 'Most Popular Weekend Activities' identified by contributors to an Internet discussion group in the target language. This information could be transferred into a table and provide a stimulus for an article (to be word processed in the target language). Additionally, students could contribute to the online discussion.

Key skill portfolio evidence requirement		GCSE paper(s)	Opportunities for development or internal assessment
IT2.3	Present combined information for **two** different purposes This work must include at least **one** example of text, **one** example of images and **one** example of numbers	4	In presenting combined information students will need to select and use appropriate layouts in a consistent way through, for example, the use of margins, headings, borders, font size, etc. Layouts, etc should be refined to suit both the purpose and the needs of the audience (early drafts should be kept as portfolio evidence). The final piece of work should be suitable for its purpose and audience, eg OHTs/handouts for a presentation, etc. The document should have accurate spelling (use of spell-checker) and have been proofread. Eg a student could undertake a task such as the 'Weekend Activities' article (see IT2.2) and develop this as a piece of word-processed extended writing in the target language. This could possibly be enhanced with suitable graphics and charts/tables. The student would choose a suitable layout and insert symbols as appropriate to the target language.

Evidence

Student evidence for information technology could include:

÷ tutor observation records

÷ notes of sources used

÷ printouts with annotations

÷ draft documents.

Working with others level 2

To achieve this key skill, students are required to carry out at least two activities. One example must show that they can work in one-to-one situations and one example must show that they can work in group situations. Students will plan their work with others and confirm working arrangements, work cooperatively towards achieving identified objectives, and exchange information on progress.

Key skill portfolio evidence requirement		GCSE paper(s)	Opportunities for development or internal assessment
WO2.1	Plan straightforward work with others, identifying objectives and clarifying responsibilities, and confirm working arrangements	1, 2, 3, 4	Students should identify the objectives of working together and the tasks, resources and timescales required to meet these objectives. Information should be exchanged to clarify responsibilities, for example suggesting ways help can be given, asking what others can do, checking their own and others' responsibilities. The group needs to confirm responsibilities and working arrangements.
			Eg students agree tasks and responsibilities for carrying out a project comparing likes and dislikes about school with other class members, undertaking research, planning questionnaires, writing articles.
			Eg students plan an informative web page or video project on their town intended for a target-language audience.
WO2.2	Work cooperatively with others towards achieving identified objectives, organising tasks to meet responsibilities	1, 2, 3, 4	Students will need to organise tasks so that responsibilities can be met, for example obtaining resources, completing tasks on time, etc. Tasks should be completed accurately and safely. Cooperative ways of working should be supported through, for example, anticipating the needs of others, avoiding actions that offend, etc. Advice from others, including group members, tutor, etc, should be sought when needed.
			Eg students actively engage in activities to ensure completion of the 'School' project as mentioned above.
WO2.3	Exchange information on progress and agree ways of improving work with others to help achieve objectives	1, 2, 3, 4	Once completed the full group needs to review outcomes against the agreed objectives. In doing this they should identify what has gone well and what has gone less well. Students should listen and respond to progress reports from others and agree ways of improving work with others to help achieve objectives.
			Eg students react appropriately to assessment from teacher and peers – acknowledging areas of weakness and identifying ways to improve target-language performance.

Evidence

Student evidence for working with others could include:

÷ tutor observation records

÷ preparatory notes

÷ records of process and progress made.

Improving own learning and performance level 2

Within these MFL GCSEs, students will have opportunities to develop and generate evidence that meets part of the evidence requirement of this key skill.

To achieve this key skill, students will need to provide at least **two** examples of meeting the standard required. Students are also required to improve their performance through studying a straightforward subject and through learning through a straightforward practical activity. This GCSE in Italian will provide opportunities for students to study a straightforward subject. Evidence for learning through a practical activity may come from other GCSEs in the students' programme or from enrichment activities.

Activities that generate evidence for this skill should take place over a period of a few weeks. Over the period of the activity there will be times when the students should work without close supervision. However, students should seek and receive feedback, from tutors and others, on their target setting and performance.

Any project work (including coursework) is a suitable learning activity and may be used to generate evidence for this key skill.

Key skill portfolio evidence requirement		GCSE paper(s)	Opportunities for development or internal assessment
LP2.1	Help set short-term targets with an appropriate person and plan how these will be met	1, 2, 3, 4	Students plan how they are to meet short-term targets with an appropriate person, eg agreeing a project with their tutor. This will include setting realistic targets and action points. Review dates with, for example, their tutor should be built into the plan. Eg discussing planning and research procedures for a given task, or project and agreeing a deadline for a plan and/or initial draft.
LP2.2	Take responsibility for some decisions about your learning, using your plan and support from others to help meet targets. Improve your performance by: ÷ studying a straightforward subject ÷ learning through a straightforward practical activity	1, 2, 3, 4	The plan should be implemented with performance reviews and should include working for short periods without close supervision. Eg agree to undertake independent study/homework as directed and respond to teacher guidance, interpreting general teacher/feedback and identifying errors within texts through consulting reference books, teacher or language assistant.

Key skill portfolio evidence requirement		GCSE paper(s)	Opportunities for development or internal assessment
LP2.3	Review progress with an appropriate person and provide evidence of your achievements, including how you have used learning from one task to meet the demands of a new task	1, 2, 3, 4	Students should review their own progress with the help, for example, of their tutor. They should identify, with evidence, what and how they have learned and provide information on what has gone well and what has gone less well, targets met, providing evidence of achievements from relevant sources. They should identify, with for example their tutor, action for improving their performance. Eg target-setting review meeting may reveal that a student has developed a wide vocabulary but needs to be more secure with a range of tenses. Eg asking for advice and guidance from the teacher when referring to marked work.

Evidence

Student evidence for improving own learning and performance could include:

÷ tutor records

÷ annotated action plans

÷ records of discussions

÷ learning log

÷ work produced.

Communication level 2

For the communication key skill, students are required to hold discussions and give presentations, read and summarise information, and write documents. Students will be able to develop all of these skills through an appropriate teaching and learning programme based on this GCSE specification.

Key skill portfolio evidence requirement		GCSE paper(s)	Opportunities for development or internal assessment
C2.1a	Contribute to a discussion about a straightforward subject	1, 2	Many of the topics in this specification are suitable as the basis of a group discussion. The discussion should be about a straightforward subject. This may be a subject often met in their studies, etc and the vocabulary will be familiar. During the discussion students should make clear and relevant contributions, listen and respond to others, helping to move the discussion forward. Eg students choose a topic for discussion about different types of film. They would prepare this and then contribute to a class/group discussion. This activity would encourage students to give and justify opinions.
C2.1b	Give a short talk about a straightforward subject, using an image	2, 4	Following a period of research students could be given the opportunity to give a short talk to the rest of their group. During the talk students should speak clearly in a way that suits the subject and situation. They should keep to the subject. The structure of the talk should help listeners follow points made. The talk should include an image to illustrate main points clearly. Images could include charts and diagrams, pictures or models, maps, etc. Eg a student could make a short presentation about their work experience. The presentation could be enhanced with a copy of a page from the work diary to illustrate the daily work routine and activities undertaken.

Key skill portfolio evidence requirement		GCSE paper(s)	Opportunities for development or internal assessment
C2.2	Read and summarise information from **two** extended documents about a straightforward subject One of the documents should include at least **one** image	2, 3, 4	Students will have a number of opportunities to read and synthesise information from two extended documents, for example as part of their preparation for the discussion and talk, or as preparation for a piece of written work for their GCSE. Extended documents may include textbooks and reports and articles of more than three pages. At least one of these documents should contain an image from which students can draw appropriate and relevant information. Students will need to select and read relevant material. From this information they will need to identify accurately the lines of reasoning and main points from the text and images. Students will then need to summarise this information in a form that suits the purpose, eg for a talk, discussion or an essay. Eg a student could read two extended letters from students living in a country where the target language is spoken giving information about and their views on a particular topic (eg school life). Students could then extract and summarise the main points from each letter.
C2.3	Write **two** different types of documents about straightforward subjects One piece of writing should be an extended document and include at least **one** image	4	Students are required to produce two different types of document. At least one of these should be an extended document, for example a report or an essay of more than three pages. The document should present relevant information in an appropriate form. At least one of the documents should include an appropriate image that contains and effectively conveys relevant information. The information in the document should be clearly structured, eg through the use of headings, paragraphs, etc. Students should ensure that the text is legible and that spelling, punctuation and grammar are accurate. Eg a student could undertake an essay about a special occasion or visit. They could enhance the presentation with an annotated story board incorporating photographs, drawings, etc. This would be ideal preparation for the development of extended writing skills. Students could write a letter about a different topic as a contrasting activity.

Evidence

Student evidence for communication could include:

÷ tutor observation records

÷ preparatory notes

÷ audio/video tapes

÷ notes based on documents read

÷ essays.

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