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## Examiners' Report June 2010

### GCE Russian 6RU04

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## Introduction

It was extremely pleasing to see an excellent range of responses to all the sections in this new advanced level unit. Many centres had clearly prepared candidates carefully for the different requirements of the translation (section A), the creative or discursive essays (section B) and the Research-Based Essay (section C). The vast majority of answers from learner candidates were of a very high standard, showing an impressive command of the grammar and lexis required at this level. In many cases, candidates wrote lively and interesting essays which either taught the examining team something new (in the case of the RBE) or very neatly persuaded us of a particular point of view (in the case of the discursive essays).

This unit requires candidates to answer three questions in two and half hours. The translation (section A) is worth 10 of the 100 marks available and a proportionate amount of time to spend on this would be around 20-30 minutes. Section B and Section C are worth 45 marks each and so an hour on each of these would represent appropriate division of time. It was clear that some candidates had not spent as much time as they should have done on Section C, indicating perhaps that they had run out of time towards the end of the examination.

A considerable number (perhaps fewer, though, than in the legacy unit 6c) of answers for Section B and Section C were overlong. The upper word limit for both sections is 200 words and examiners stopped reading at the end of the sentence in which the 200th word fell. The majority of overlong answers were written by non-learner candidates, but centres are reminded that candidates are significantly disadvantaged if answers are overlong. In the case of both section B and C, overlong answers lost marks for Organisation and Development. It is also true that they often failed to answer the question fully as key information was contained in the section which lay beyond the word limit. Centres and candidates should note that there is far more space provided than a 200 word answer would take and that the space is not an indicator of how much candidates should write. There were very few answers which were too short.

The approach to individual questions is considered in the reports on each of the options which follow. An example from a candidate's response in the examination is given for each question. Please note that in some cases only part answers are given as exemplification, not full answers. However a general summary of areas for improvement in sections B and C is given below as this may prove helpful to centres.

In the creative essays in section B, the best essays (scoring 13-15 for Understanding & Response) were succinct and succeeded in telling the whole story in the space available, or built sufficient suspense to leave the reader wanting more. Candidates choosing the creative option must make sure that they pay attention to planning; poorly planned essays often resulted in lengthy scene setting and little action. Many candidates would have performed much better if they had decided the ending for their piece before they had started. Centres should ensure that candidates have plenty of practice in writing creatively in response to a stimulus if they are preparing for this section. There were very few irrelevant creative essays (entirely off the topic) although some could be considered to be 'pedestrian' in their approach (perhaps not 'attention grabbing') and therefore scored only 7-9 for Understanding & Response ('satisfactory [...] response to stimulus).

The section B discursive essays were usually very well handled. Candidates have been prepared well for this part of the examination and there was helpful continuity from the legacy unit 6c. Many candidates had produced extensive plans on their exam paper and this is a practice to be encouraged as the essays with evidence of planning were considerably better (after the plan has been used, candidates should neatly cross it through). Careful planning results in good, balanced discursive essays and it seems difficult to imagine how an essay could be well written

without such a plan. In order to score 10-12 or 13-15 for Understanding & Response, essays must be balanced and consider both sides of the argument. Centres are strongly advised to ensure that both learner and non-learner candidates are aware of this requirement (suggested in each of the questions by the 'Почему? Почему нет?'). One-sided essays scored a maximum of 9 for Understanding & Response. Balanced essays needed a conclusion and a decision to come down on one side of the argument or the other in the closing statements. In order to score well under Range & Application of Language, candidates are encouraged to include a range of more complex constructions such as passives, gerunds, relative clauses, compound conjunctions and conditionals. They should ensure that they have sufficient topic vocabulary for the question they are attempting.

The requirements of the Section C Research-Based Essay have been embraced by many centres and the team would like to thank candidates and centres for some extremely interesting essays. Many of them showed considerable in-depth research and were a genuine pleasure to read. Candidates are reminded of the importance of addressing the question on the paper; essays which did not actually answer the question scored a maximum of 13-18 for Reading, Research & Understanding. In order to score in the 19-24 or 25-30 boxes, essays needed to offer opinion and analysis as well as factual content. Unfortunately, some candidates had clearly not been prepared for the examination and either wrote entirely irrelevant essays or offered considerable factual content but no analysis (or sometimes, vice versa). A small number of unprepared candidates wrote answers to questions 3a, 3b or 3d which, while often interesting, scored zero as they did not meet the requirements of the specification for the research to be based around a Russian-speaking country or area. Examples of this are discussions of Barack Obama or Nelson Mandela for question 3a, the Industrial Revolution for question 3b and the 'Twilight' films or 'Lord of the Flies' for question 3d. Examiners accepted any country which formed part of the former Soviet Union or the former Russian Empire as being 'Russian speaking' for the purposes of this section. Candidates are also reminded of the importance of writing a structured essay in this section. There were many essays which gave lots of information but which really were simply a regurgitation of all that was known on the topic; candidates must use their factual knowledge to answer the question and support their assertions in order to reach the higher mark bands for Organisation & Development. Essays should have an introductory paragraph and a conclusion which refers to the question set on the paper.

## Question 1

Section A of this paper required candidates to translate a short passage of English into Russian. The section provided continuity from the legacy 6b paper, but there is no stimulus text provided in the new specification. The passage is split into 30 assessable elements and one 'point' is gained for each correct element at the marking stage. A mark out of ten is then awarded based on the number of correct elements (see the markscheme). For an element to be considered correct, all the grammatical endings (case endings and agreements, verb endings) had to be correct. One spelling or alphabet transliteration error was allowed per element, provided that it was not grammatical and did not affect the sound significantly when read aloud.

Overall, the vast majority of candidates performed very well on this task, with very many learners gaining 8 or 9 marks. Those with very little ability to manipulate the grammar of the language often scored very low marks, perhaps 1 or 2, despite knowing a great deal of the required vocabulary. This is because this is chiefly a task of grammatical accuracy; candidates who do not know or understand the grammar required at A2 will not perform well.

Candidates faced the most difficulties with the following elements:

- for 'is everywhere' many did not know 'езде' and various other attempts were made - 'повсюду' was accepted but examiners often encountered 'все' and 'всё' here
- for 'in our lives', there was often some mismatch between the prepositional plural noun and adjective, with 'в нашей жизни' also being a common mistake
- many candidates did not know 'particularly'. Examiners accepted 'очень' but thought that 'особенно' would be more widely known
- 'they remember it' caused many problems, with 'они помнят' being found quite rarely
- weaker candidates had difficulty with the passive 'are forgotten'; many could not use ся to make a passive. 'Забыли' was a common mistranslation. Examiners accepted the sentence being turned around and made active, e.g. 'они забывают быстрее'
- the genitive plural of 'книга' was often incorrect in 'меньше книг' with many not spotting that they needed genitive here. 'мало' was also a common unaccepted translation of 'fewer'
- a surprising number of candidates did not know the Russian for 'a quarter', with one even translating it as 'половина половины'. Some changed it to '25 процентов' and this was accepted.
- the most difficulties were encountered with the last two elements 'in which they are interested'. Here, many candidates were not able to spot that 'интересоваться' required the instrumental and often began 'в котором'. This was, of course, accepted if combined with 'они заинтересованны' - but if candidates wrote 'в котором они интересуются', which was the most common translation, then only one element was considered correct

This translation shows a good command of the grammar of the language but reflects many of the errors outlined above.



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Examiner Comments

This scores 6 out of 10. Overall there is not enough attention to the detail of the grammatical endings.

**Question 1**

Translate the following passage **into Russian**,

New technology is everywhere, but literature still plays an important role in our lives. Some people say that, when they read a particularly good book, they remember it forever, but films or television programmes are forgotten more quickly.

Despite this, young people now read fewer books than previously. A quarter of young people think reading is boring, although many say that they do read if the book is about a place, subject or hobby in which they are interested.

(10)

Новая технология - во всех местах в мире, но литература уже играет важную роль в нашей жизни. Некоторые люди говорят что, когда они читают особенно хорошую книгу, они <sup>не</sup> забывают для всей жизни, но фильмы или ~~телевизионные~~ передачи <sup>по</sup> телевизору за ~~эти~~ ~~забыты~~ можно забыть более быстро.

Несмотря этого, молодые люди теперь читают меньше книги чем в прошлом. Четверть молодых людей думают что читать - скучно, хотя много ~~говорят~~ говорят что они читают если книга о месте, топике или хобби в котором интересуются.



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Examiner Tip

Make sure you know all verb and case endings thoroughly - and practise translating from memory often.

The first paragraph of this candidate's translation is given here for comparison.



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Examiner Comments

This candidate scored 2 out of 10. Unfortunately he / she knows much of the required vocabulary but the grammatical accuracy is much weaker. This candidate is also hindered by not knowing the word for 'read'.

**SECTION A: TRANSLATION**

**Question 1**

Translate the following passage into Russian.

New technology is everywhere, but literature still plays an important role in our lives. Some people say that, when they read a particularly good book, they remember it forever, but films or television programmes are forgotten more quickly.

Despite this, young people now read fewer books than previously. A quarter of young people think reading is boring, although many say that they do read if the book is about a place, subject or hobby in which they are interested.

(10)

~~Новый технология~~ ~~и~~ ~~все~~ ~~быстро~~

Новый технология - быстро, но литература еще

важна. Многие роль в нашей жизни. Многие люди

говорят, что когда они <sup>считают</sup> ~~считают~~ ~~считают~~ хорошая книга, это

они могут думать про час, но фильм или

они <sup>считают</sup> ~~считают~~ за интерес и они могут забыть.



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Examiner Tip

Make sure you revise vocabulary from AS Level and GCSE throughout the A2 course. The translation will draw on vocabulary which all A2 students would be expected to know.

This last example is one candidate's whole translation.



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Examiner Comments

This is a very good translation indeed. It shows an excellent knowledge of grammar and a wide vocabulary which is used to fill in where words are not known. It is not flawless, but does score 9.

Новая психология безде, но литература ези: перает кампура  
 рале & Нависе жиднас. Нека-оде догу зоторда, че кага они  
 чинатаи особенно хороуто ктису, они ~~кама~~ кама чинатаи  
 бесконечно, на фривел ил интеллектуалне програмел заблкали  
 блелел.

Нескелел, че Мелодие догу сел чел чинатаи Мелбие  
 кинил чел ралелел. Чел кепител Мелодие догу дурвал, че чинатаи  
 скучно, келд мнелел зоторда, че они ~~сел~~ чинатаи селел ктуса  
 о челел, предчелел ил жеселел, & келелел ~~сел~~ ~~интересуелел~~  
 ил интересуелел.



### Question 2(a)

This question was the least popular of the creative options open to candidates and the vast majority of the answers were written by non-learner candidates. This may be because some candidates felt they lacked the vocabulary which they felt they needed (such as the words for 'metal detector', 'spade', 'treasure' etc.) but some creative responses showed that such specific vocabulary was not needed. A small number of responses simply listed the things which the two people on the beach had found and therefore lacked any kind of narrative. Centres should ensure that candidates have the tools to build a narrative response (such as sentence starters and structural devices) if they are to answer the creative questions.

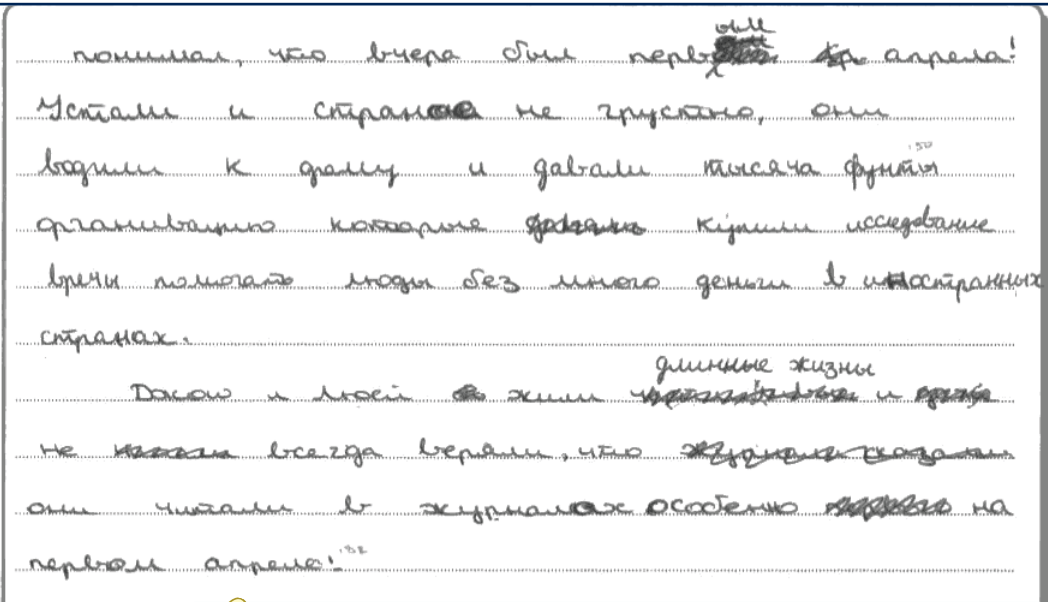
In this essay, the candidate tells the story of two people who fall victim to a newspaper's April Fool prank and go looking for money on the beach.

Жили были, в Королевском Бристолье,  
 Джек и Мэри. Они жили в большой доме и  
 имели много денег. Джек был врачом и  
 Мэри работала в саду зоопарка. Вред они жили  
 недалеко от моря, они любили ~~ходить~~ <sup>любят</sup> ~~на море~~ <sup>на море</sup>  
 или ~~ходить~~ <sup>ходить</sup> на море.  
 Однажды, Джек и Мэри читали в журнале,  
 что много людей находят <sup>очень</sup> старые деньги ~~каждый~~ под  
 землей которые <sup>были</sup> очень очень древними.  
 Джек и Мэри были очень счастливыми людьми,  
 что когда они имели много денег, они  
 ходили давать деньги к ~~банкнотам~~ <sup>людям без много</sup>  
 деньгами. Итак, однажды, Джек и Мэри взяли  
 на море и начали искать. И ~~они~~ искали... и  
 искали но они не нашли <sup>ничего.</sup> ~~старых денег~~ <sup>...?</sup> Глупо,  
 они взяли к дому.  
 Ну, да завтра, они взяли на море и  
 начали искать. Когда они <sup>были</sup> ~~на~~ <sup>нашли</sup> ~~старые~~ <sup>старые</sup>  
~~деньги,~~ <sup>деньги,</sup> они нашли пять фунтов. Потом Джек



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Examiner Comments

This is reasonably creative response to the question. An interesting idea, it is within the word limit and is logical and clear. It scores 10-12 for Understanding & Response (and not 13-15) as we do not get much of a sense of the characters' imagined feelings or emotions. There is a reasonably wide range of language here (despite some lexical errors) and the errors do not usually impair communication significantly. The candidate has some of the tools needed for narrative writing ('однажды') and the story is logically structured.



понимал, что вчера они <sup>они</sup> ~~первый~~ <sup>были</sup> ~~были~~ 31 апреля!  
 Мстали и страна не грустно, они  
 водили к дому и давали тысяча фунтов  
 гранитом. Которые ~~давали~~ <sup>давали</sup> киши исследование  
 были помогают люди без много денег в ~~иностранной~~  
 странах.  
 Даю и мой ~~жизни~~ <sup>личной жизни</sup> ~~и опыта~~  
 не ~~каждый~~ <sup>каждый</sup> всегда верил, что ~~журналисты~~ <sup>журналисты</sup> ~~сказали~~  
 они читали в журналах особенно ~~на~~ <sup>на</sup>  
 первом апреля!



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Examiner Tip

When writing a story, think about the scene, the characters and the events. Try not to spend too long on one aspect - within 200 words, we have to believe in the characters but we have to see something happen as well.



К сожалению, сейчас я в Англии, потому что мне надо изучать. Но ~~я бы~~ если бы мои родители знали что я делал, они были бы несчастливцами. Они ~~хотели бы~~ хотят чтобы я никогда не ~~вышла~~ <sup>ездила</sup> на самолёте, потому, что есть возможно смерть! А я не умерла! Поэтому, этот университет ~~лучше~~ лучше чем все ~~другие~~ другие! (Total for Question 2 = 45 marks) 204


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**Examiner Tip**

To make sure you get higher marks for Range & Application of Language, make a list of the constructions which you are going to include: range of tenses, conditionals, relative clauses, compound conjunctions, negatives, etc.





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### Examiner Comments

This is an example of a creative 'newspaper article' essay which shows a generally good response (10-12 band for Understanding & Response). It is well structured, logical and clear and the language is sufficient for the purpose. There are some grammatical errors but mostly of a minor nature. This candidate could have performed better if the theme of the environmentally sound house had been the sole focus and if he / she had taken care to write in the style of a newspaper article.

~~Мы не~~ Мы будем не ходить пешком, но ходить между каминами в очень маленьких машинах!

В гостиной, будем стоять ~~и~~ когда сидят в воздухе, и телевизор будет работать ~~в~~ когда люди говорят что-нибудь ~~к~~ к нему. Обычно, не будет кино в доме, потому, что люди не читают, но ~~будет~~ предпочтительной смотреть фильм по телевизору.

~~Все в доме будет на ~~на~~ компьютере, так~~  
~~Здания будут иметь ~~быть~~~~

Я думаю, что дом будущего будет более хороший чем теперь, как ~~он~~ он будет более приятный для окружающей среды, и так будет сохранять планету на будущее. Однако, ~~будет~~ <sup>в доме</sup> будущее ~~будет~~ будущее будет не так приятно ~~как~~ жить, как у нас будет несколько людей быть одним.



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### Examiner Tip

Make sure you know some ways to make your writing like a newspaper article, e.g. use rhetorical questions at the beginning and avoid referring to yourself.

### Question 2(d)

This question required candidates to consider whether teachers or schools teach anything useful for the modern world or not. It was, perhaps surprisingly, the least popular of the discursive options but it did lead to a number of interesting responses. There were many differing approaches, e.g. some candidates concentrated on which subjects might be more of less useful, whilst others looked at whether or not teachers have a role in developing teenagers' social and emotional skills. Overall, the majority of candidates offered a balanced essay and came up with a reasonable conclusion at the end.

This candidate offers a well structured essay which has a strong introduction and conclusion (both reproduced here). The candidate offers a nice justification of how and why schools teach students how to think, and he / she makes reference to this in the conclusion.



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### Examiner Comments

This example of an introduction and conclusion shows how the candidate can structure their essay to help them score marks for Organisation and Development. The candidate uses a rhetorical question in the introduction after first stating one side of the argument. He / she then returns to this point in the conclusion, after having made points on both sides. He / she clearly states at the start of the conclusion which side of the argument he / she agrees with. This is an example of a essay scoring in the 10-12 boxes for Organisation and Development and Understanding and Response.

Многие люди - особенно родители - сейчас говорят,  
что образование в наше дни, есть бессмысленная.  
Они говорят, что школы не <sup>дают</sup> то, что нам  
нужно в современной обществе. Это правильно?

Поэтому я не думаю <sup>согласно с тем, которые говорят</sup> ~~да~~ что люди могли бы  
~~считать~~, что образование бессмысленное. Я сказал  
да что это самая важная вещь в современной  
обществе. Я даже сказал да, что не нужно  
думать о ~~технологиях~~ - можно изучать это когда ты  
старше. Образование очень много может нам принести,  
если мы живем. Ничего нет, важна цель думать!



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### Examiner Tip

Organise your discursive essay material into paragraphs with points for and points against collected together. Make sure you come down on one side of the argument in the conclusion.

### Question 2(e)

This question required candidates to consider the question of traditions and whether or not we should preserve and protect them. There were many convincing arguments, and many made excellent reference to Russian traditions to back up their points (although this was not required). There were some extremely interesting examples that, for example, concentrated on traditions relating to the role of women in Russian society. One considered, on the one hand, that women are traditionally expected to run the home and family (a tradition which should be abandoned, according to candidate), and on the other hand the tradition of International Women's Day which should be protected. The contradictions and moral questions which arose were not lost on that candidate or on many others. Some candidates, though, found it difficult to structure their arguments well and tended to mix up the two sides of the argument, and in some cases not really considering in any depth why it might not be worth protecting some old traditions beyond stating that some people prefer the modern world.

This candidate offers a reasonably good consideration of the question. She suggests that we live in an international world nowadays and that people want to live differently to their parents, and so if we don't protect old traditions, they will die.

Я согласна, что нам надо защищать  
старые традиции. Праздники, <sup>или</sup>  
то много в разнице и я думаю сейчас  
дискутировать.  
Мы живём в международном мире  
люди могут любить  
путешествовать и поэтому хотят  
жить другая чем раньше. Они  
им нравится культура из заграницы.  
Они хотят есть, пить и поговорить  
другая, чем их родители. Если мы  
не защищаем старые традиции,  
тогда возможно мы они будут  
5. умерить.  
Однако, я не бы хотела защищать  
все традиции. Я Англичанка и я  
против монархии. Я надеюсь, что  
когда королева умерит, мы будем  
стать республикой к сожалению, я



думаю, это не случится. В Англии королева популярная и <sup>в том</sup> причина, мы будем защищать традицию монархии, в будущее поколение.

Говорят, что в России национализм растёт. По-моему, часто причина в том, что люди боятся, их мир ~~стареет~~ <sup>меняет</sup> и они думают, что ~~старые~~ <sup>традиционные</sup> молодые люди не будут помнить, <sup>никогда</sup> традиция страна. Я не согласна, я думаю у нас возможность изучать настоящие традиции и тоже любить и защищать наши традиции. В России тоже.

Я думаю, традиции важные, <sup>помимо того</sup> без традиции, у нас не культура, не история. Нам нужна ~~традиция~~ <sup>старые</sup> традиции, потому что они сделают мир <sup>более</sup> интересней. Но, мы нам надо тоже путешествовать, на работе, <sup>на</sup> отпуске, и изучать другие, настоящие традиции, ~~то~~ <sup>потому что</sup> теперь не трудно и мир очень интересней <sup>на</sup> места!


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Examiner Comments

This essay is an example of one where there are lots of very good points made but they are jumbled. The candidate would have scored much higher than 7-9 for Organisation and Development if she had clearly organised the material into 'for' and 'against'. The candidate states her view in the first line and this often makes for an unbalanced or confused discursive essay in the examiners' experience; the best examples made a neat introduction hinting at both sides of the argument, and reserved the final judgement for the end.

**Question 2(f)**

This question invited candidates to consider whether television and the internet are the enemies of art and literature. Candidates took a wide range of valid approaches, with the most common being the suggestion that despite some negative effects of the internet and television on book sales and art gallery attendance, new technology could be used to make the experience of art and literature even richer. Very few candidates actually decided in the end that television and the internet did present a threat to art and literature. Some candidates considered the whole question from the point of view of music piracy and artists' difficulties in making money, which usually worked well also. This question was by far the most popular in section B of the paper, perhaps because of the accessible nature of the material.

This candidate, interestingly, suggests that the state is the biggest enemy of art and literature and not new technology. In the extract here, though, the candidate suggests that young people ought to be stopped from using the internet so that they can appreciate the beauty of literature and art.


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Examiner Comments

This answer is a good example of one where the candidate gives their own opinion throughout. It would have scored higher than 10-12 for Understanding and Response if opinions in the body of the essay had been offered in a general sense rather than in the first person, perhaps attributed to 'some people'. The conclusion can then be reserved for the candidate's personal opinion.

Во-вторых, я хотела бы обратить роль литературы  
 в жизни молодых людей. В прошлом, молодые  
 увлекались книгами каждый день, но сегодня они  
 занимаются компьютерами, <sup>пользуются</sup> ~~используют~~ <sup>интернетом</sup> ~~интернетом~~ и  
 понимают литературу. Мне кажется, что люди  
 должны остановить детей заниматься интернетом,  
 чтобы помогать им понимать красоту литературы  
 и искусства.


**ResultsPlus**

Examiner Tip

Candidates should be trained to write in a register which will help their writing appear more 'detached' in the discursive essays. Examples might be encouraging them to give generalised opinions, e.g. 'some say that...', 'others say that...' or 'it can be argued that...'. This will enable them to present both sides of the argument in a neutral way. This always had the benefit of making the register higher and the language more impressive.

This candidate offers a well-planned response to the question in which he / she considers that, on the one hand, young people do not appreciate art and literature nowadays due to the internet, but that on the other hand, people can find out more about them using modern technology.



## ResultsPlus

### Examiner Comments

This is an example of a response which scores in the top 13-15 box for Understanding and Response. The arguments are not complex, but the candidate appreciates well how they link together and how one is a response to the other. The first extract here, which begins the second half of the essay, demonstrates well how by not using the first person, the candidate distances him- / herself from the point being made. There is a nice use of a statistic to back it up as well. The conclusion offered here starts with a well-rehearsed formula (В заключение, я считаю, что это очень трудный вопрос. Это возможно считать, что...), and finished very neatly indeed with a reference back to the essay title. This candidate had a good, pre-prepared, essay structure and uses the first person in the conclusion only, and even then sparingly. The effect of this is an essay which, despite being reasonably straightforward linguistically, comes across as sophisticated.

Однако ~~только~~ много людей считают это интернет и телевидение-взгляд литературы и искусства по многим причинам. Во-первых ~~много людей считают~~ ~~только~~ литература и искусство меньше популярны тем в прошлом из-за того, что много людей предпочитают смотреть <sup>телевизор</sup> или использовать интернет. По статистике, 40% молодых людей ~~никогда~~ никогда не читают книг в свободное время.

В заключение я считаю ~~то~~ это это очень трудный вопрос. Это возможно ~~то~~ считать это интернет и телевидение популярны для искусства и литературы. Однако с моей точки зрения литературе и искусство меньше популярны сейчас из-за того, что большинство людей предпочитают телевизор или интернет. Таким образом ~~только~~ это потому что интернет и телевидение-взгляд искусства и литературы.



## ResultsPlus

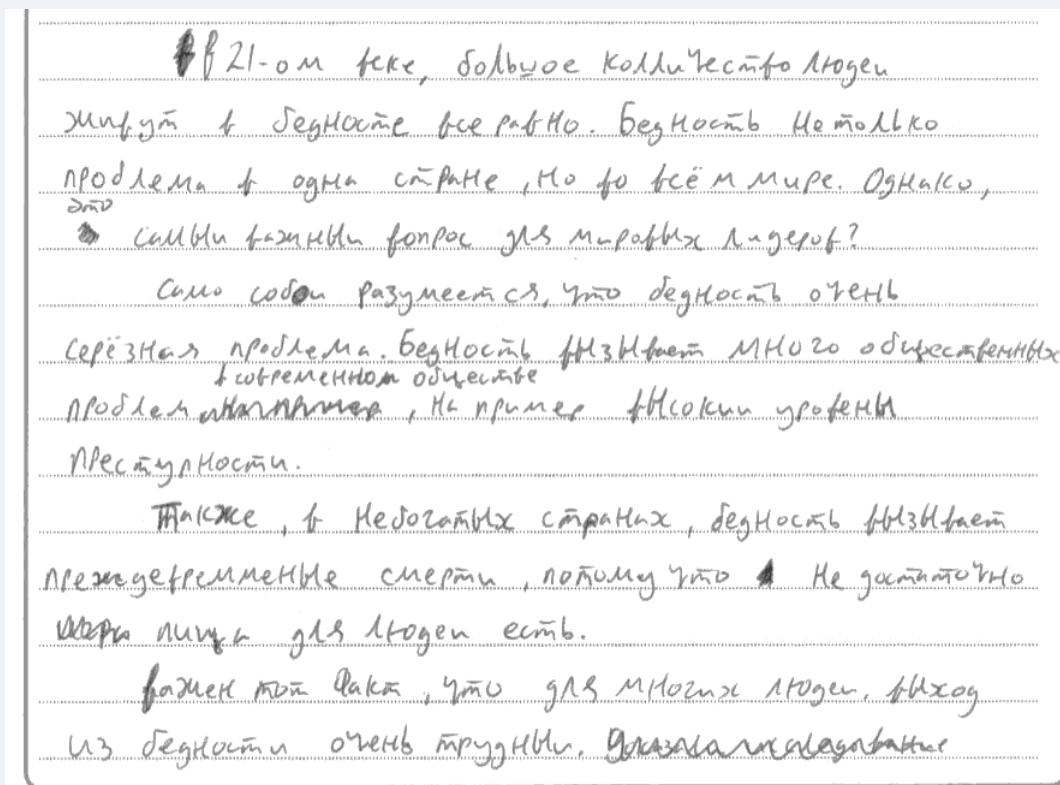
### Examiner Tip

Candidates and teachers should prepare for the discursive essay by developing a structure which works for them. The language of discussion and debate, and organised writing is key.

### Question 2(g)

This question invited candidates to consider the suggestion that the most important issue facing world leaders nowadays is poverty. This was generally well answered, and was the second most popular of the discursive essay questions. Most candidates worked out the best way of offering a counter-opinion was to suggest another problem which might be more pressing than poverty, such as global warming or the world financial crisis. Most candidates drew a distinction between poverty in the developing world and poverty in the UK or Russia, and some offered useful statistical data to back up their opinions, perhaps acquired from their research for section C.

This candidate suggests that, despite poverty being an important question facing world leaders, there are other more important questions. The essay is reproduced here in full.



**ResultsPlus**

Examiner Comments

This is an example of a candidate who, despite linguistic inaccuracy (a good knowledge of grammar is evident, though) and some vocabulary errors, is able to present a well-structured argument. The essay just scores in the 13-15 box for both Organisation and Development and Understanding and Response due to the candidate's neat consideration of the different viewpoints and logical structure. Essay phrases are used well (e.g. само собой разумеется...; важен тот факт, что; вдобавок) to enable the candidate to put together a logical succession of points.



### Question 3(a)

This question required candidates to demonstrate their research about and understanding of a Russian-speaking geographical region or city, and specifically of a person from that region or city. This addressed the specification requirement that candidates study 'key people' from their chosen region or city. The most popular regions / cities were, predictably, Moscow and St Peterburg, with Luzhkov, Putin and Peter the Great being the most common choices. Many candidates wrote about poets, politicians and others from the former Soviet republics of central Asia or the Baltics, which is entirely acceptable. Candidates who had researched their chosen area well were able to describe someone from the area and discuss his / her importance, but some gave a general description of a city (e.g. Omsk) and did not mention a person from that place. This affected their mark. It was also important for candidates to address the second part of the question (Объясните, почему Вы считаете этого человека важным) in order to get into the higher mark bands. Indeed, essays which were simply descriptive and offered no analysis of the person's effect or influence did not score well.

For the purposes of this question, it was accepted if candidates write about a person who had influence on a particular area even if they he or she did not actually come from this area - as in the case of this candidate who write about Lake Baikal and Putin.



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### Examiner Comments

Linguistically, this essay is low to mid range, scoring in the 3-4 box, but it does score in the lower end of the 19-24 box for Reading, Research and Understanding. The candidate has clearly researched his / her chosen topic and has been able to say why he / she thinks that Putin is important with respect to Lake Baikal. Some of the assertions need more evidence and do appear a little simplistic, and the second paragraph here (which is the conclusion) is a little confusing due to shortcomings in the candidate's language. Overall, this is a good attempt.

Путин помогает экологии Байкала  
и было критике учёных. Он был  
смотрел на телевизор в озере,  
и говорит, "Вода чистая!" и  
это срабрика не <sup>малая</sup> эта  
значит это, после <sup>того, как</sup> ~~вопросили~~  
учёные, срабрика <sup>начала</sup> в 2008 году,  
так население было рад и не  
бедносе.

С не Путин <sup>экономия</sup> на озере  
~~было~~ <sup>бы</sup> страдает, который не  
хорошо <sup>живет</sup> ~~жители~~, или  
около <sup>среды</sup> ~~среды~~, изза того как  
у них <sup>есть</sup> ~~не~~ достаточно денег  
но чтобы <sup>помогать</sup> и развивать



## ResultsPlus

### Examiner Tip

Teachers and candidates should make sure they have prepared the full range of aspects of the specification requirements for the Research-Based Essay. Candidates offering a geographical region should be able to write comfortably on key people, events and issues (demographic, environmental, economic, social and political), and the customs, traditions and beliefs of people from that area.

### **Question 3(b)**

This question was the second most popular of the Research-Based Essay questions. Candidates were required to discuss an event from the historical period which they had studied and explain why they consider that event important. Some candidates did not distinguish between the wider period and a particular event from that period, offering events such as the Great Patriotic War. For the purposes of this question, such 'events' were accepted by the examiners, although candidates would perhaps have scored better had they been more specific in their choice of event from their chosen period. The most popular historical 'events' were the founding of St Petersburg, the October Revolution, the Great Patriotic War, the Siege of Leningrad, the 1980s and Perestroika and the Collapse of the Soviet Union. There were many other, less common, but by no means less interesting topics such as the battle at Stalingrad and the Decembrist Uprising. A small, but significant, number of candidates had not been prepared for the examination and wrote in very general terms about their chosen period without reference to factual information. Such answers did not score well for Reading, Research and Understanding.

This candidate describes the Decembrist Uprising and goes on to explain, in detail, why he / she considers it to be important. The extract reproduced here shows where the candidate considers the event from an analytical point of view.



**ResultsPlus**

Examiner Comments

This answer shows excellent analysis and is a model for candidates who are answering question 3b. The extract here follows a concise description of the uprising and demonstrates clearly an ability to consider why the event was important, offering well-structured judgements based on the evidence. There is evidence of research and reading throughout. This essay scores in the 25-30 box for Reading, Research and Understanding.

Декабристы очень важны из-за <sup>их идей</sup> ~~их идей~~ причин. Во-первых, многие ~~люди~~ <sup>люди</sup> оспаривали заниматься <sup>на</sup> восстании, они были глупые и люди считали что они очень умные. Поэтому менталитет в России начал изменять, больше того люди не верили в Царя и они не хотели "абсолютная монархия" вместе более свободы (особенно в прессе). Хотя восстание неуспешное, люди сейчас начали <sup>создать</sup> ~~создать~~ политическую и социальную условия в России.

Следовательно, мы видим что все Россия изменила ~~на~~ менталитет и

постепенно изменили ситуацию. В 1861ом году ~~Царь~~ <sup>Царь</sup> ~~дал~~ <sup>дал</sup> свободы Декабристам, которые ~~уже~~ <sup>уже</sup> жизнь и ~~уже~~ <sup>уже</sup> освобождение крестьян случилось.



**ResultsPlus**

Examiner Tip

Teachers should ensure that candidates offer full analysis. Essays which are chiefly descriptive will be limited in what they can score for Reading, Research and Understanding.



### Question 3(c)

This question required candidates to describe an aspect of modern-Russian speaking society and explain why they think that this particular aspect is interesting. It was the least popular of the Research-Based Essay options available to candidates. The most popular topics for learner candidates were alcoholism in Russia, neo-Nazi groups or racism in Russia and terrorism in Russia, although the range of other topics was wide, including life in various former Soviet republics, the Russian Orthodox Church and the role of women today amongst others. Some (usually native-speaker) candidates chose to discuss the way that Russians are viewed abroad and this proved an interesting topic. Overall, the majority of learner candidates who answered this question seemed to present an overwhelmingly negative view of the Russian-speaking world, something which the examiners thought was rather a shame, but perhaps to be expected.

This candidate discusses the problem of alcoholism in Russia in some detail. She begins with a number of questions in the introduction and proceeds to outline the historical background to the Russians' relationship with alcohol. She mentions Gorbachev's campaigns of the 1980s and goes on to discuss Medvedev's view, referring throughout to sources of her data and research.

- мое мнение

Алкоголизм в России

Вопросы, которыми я интересуюсь, являются "Почему алкоголизм возмрастает проблема в России сегодня?", и "Почему мы должны обращать больше внимание на алкоголизм?"

Водка играет важную роль в традиции и культуре России, со тех пор времени Ивана Грозного в 1500-х. Особенно в настоящее время, по данным в журнале "Ташта", 55% людей между возмраст 45-59 считаются алкоголиками. Водка доступна и дешево в каждом киоске, часто дешевле других продуктов, такие как бутылка воды, и ситуация хуже еще в деревне. Мне кажется что люди привыкли к алкоголизму, несмотря социальные проблемы, которые возникают из-за алкоголизма.

Я согласна с Горбачевым, когда он сказал что "страна уберет себя", Статистики доказывают, что алкоголизм является очень важным актуальным проблемой, например более половины случаев смерти людей в возмрасте от 15-55 из-за алкоголизма. Также, есть менее

очевидны  
~~очевидны~~ последствия алкоголизма - согласно  
 русскому журналу "АиФ", более 60% аварийности на дорогах связаны с алкоголизмом.

В 2009, Медведев, сказал, что алкоголизм является "национальным бедствием" и объявил новую политику, чтобы попытаться ~~его~~ <sup>ее</sup> сократить. Его идеи включают ~~в~~ <sup>и</sup> повышение <sup>на</sup> цен на 500 новых клиник для алкоголиков, и рекламную кампанию против продажи алкоголя молодому поколению.

Но ~~это~~ <sup>это</sup> ~~не~~ <sup>не</sup> достаточно. Также, налоги от продажи водки кормят бюджет государства, и треть московского правительства - "Водка король". Чтобы изменить общественное мнение к алкоголизму, Медведеву нужен борьба с коррупцией и организованным преступлением, я думаю что проблема алкоголизма самая большая, такая углубленная в российской культуре.

\* такие как производство незаконных напитков, например "самогон".



**ResultsPlus**

Examiner Comments

This essay, which we have reproduced in full, is a very good example of this topic being treated well, with reference to the historical background. It would score in the 25-30 box for Reading, Research and Understanding because it treats the subject fully without over-simplifying the problem. It is well researched and the candidate has a range of factual detail together with opinion and analysis. The language here is what the examiners would expect of a very good learner candidate.

### Question 3(d)

This question required candidates to choose a book, play or film which they have studied and discuss one important theme or question from it. They were required to explain how the author or director treats the theme or question. This was by far the most popular option for the Research-Based Essay and led to some outstanding answers. A wide range of literature was featured this year, with many centres clearly continuing with their practice of studying literature at Advanced Level in year 13, which is extremely pleasing. The most popular prose works studied were Pushkin's "Пиковая дама", Baranskaya's "Неделя как неделя", Turgenev's "Первая любовь" and Tolstaya's "Милая шура". Many candidates had chosen to study Chekhov plays, the most popular being "Дядя Ваня", and Gogol's "Ревизор" was also a popular choice. A number of candidates bravely attempted to examine a theme from Dostoevsky's "Преступление и наказание" or Tolstoy's "Война и мир", some more successfully than others. A surprisingly large number of candidates had chosen a film for their Research-Based Essay, with the most popular choices being "Утомлённые солнцем" and "Москва слёзам не верит". Overall, candidates showed an impressive ability to identify a significant theme, plan a well-structured essay and use a range of appropriate structures and lexis to write a high-scoring piece. Some centres had clearly trained their candidates carefully to write in detail, using short quotations and giving thorough analysis. Weaker or untrained candidates often retold the story and offered little insight or opinion. There were many overlong essays but these were rarely from learner candidates; candidates have clearly been working on writing the Research-Based Essay within the 200-word limit and many were very successful. Centres are reminded that quotations and proper nouns are not included in the word count for section C (all questions) and so in question 3d candidates are to be encouraged to quote (briefly) from the text to support the points which they make.

This candidate chooses to examine the theme of 'wasted life' in Chekhov's "Дядя Ваня" for the Research-Based Essay. He / she briefly considers whether 'love' might be the most important theme and goes on to give evidence and detail for his / her choice.



## ResultsPlus

### Examiner Comments

The conclusion to the essay, which is reproduced here, is a very good example. Overall, the essay scores in the 19-24 box for Reading, Research and Understanding due to fact that the points are sometimes a little simplistic. The language here is excellent, though, and the candidate has obviously prepared many phrases and structures to use in a literary essay of this type.

С моей точки зрения, тема любви важна в жизни.  
 Однако по-моему мнению ~~тема~~ тема расстрелянная  
 впустую жизнь более важна потому что этой было  
 серьезная проблема ~~в жизни~~  
 для многих людей в России. Я  
 считаю что Ваня и Асярава представляют собой тему и  
 так как отразил это самая значительная тема в  
 пьесе "Дядя Ваня".



## ResultsPlus

### Examiner Tip

If you choose the literature option, prepare some quotes from your chosen book or play - this will enable you to illustrate your points more successfully.

This candidate has chosen "Утомлённые солнцем" and how the director handles the theme of betrayal.

Одн<sup>и</sup> из самых значительных тем в Фильме «Утомленные Солнцем» - это тема предательства. Режиссёр использует предательство в семье представлять предательство народа Сталином.

Прежде всего, Митя преда<sup>ет</sup> Котов<sup>а</sup> после гражданской войны; ~~он~~ <sup>Котов</sup> заставля<sup>ет</sup> ~~его~~ <sup>Митю</sup> покинуть Марусю и уехать, чтобы, ~~он~~ <sup>Котов</sup> сам смог жениться на Марусе. Однако, Митя преда<sup>ёт</sup> семью когда он арестует Котова и Марусю ~~и~~ уезжает к Лулагу. В добавок, Митя преда<sup>ёт</sup> свои принципы, до революции он был белым однако, как сказал критик Александр Фёдоров - 'обычный белый становится красным агентом'. <sup>10</sup>

Режиссёр рассматривает предательство <sup>и</sup> народа и советских принципов <sup>Сталином</sup> в «Утомленных Солнцем». Как Митя преда<sup>ет</sup> <sup>его</sup> бывшего дру<sup>га</sup>, Сталин уби<sup>л</sup> миллионы невинных русских <sup>когда было во время чистки</sup> ~~и~~ <sup>никогда</sup> партии. В конце Фильма, Митя понимает <sup>по</sup> последствия действия <sup>его</sup> режима и он совершает самоубийство. Фильм отражает событие в России при Сталине и, как в России, нет зраков и злое; 'виноваты и те, и другие' (Александр Фёдоров).

В заключение, самая значительная тема в «Утомленных Солнцем» - предательство из-за того, что предательство было в <sup>сердце</sup> жизни в России



## ResultsPlus

### Examiner Comments

This is an very good essay, which is reproduced here in full. The language is not perfect and the structure is not always fully logical, but the candidate has a very good knowledge of the film and its historical setting and neatly explains how the theme of betrayal of the loyal followers of Stalin's regime is reflected in the individual betrayals in the family. This essays scores in the 25-30 box for Reading, Research and Understanding.

при Сталине и у этой <sup>темпы</sup> значительности, ещё сегодня  
 Митя представляет много бывших делых <sup>были</sup> заместителей  
 цехай семью и модовь и служил <sup>под</sup> <sup>оду</sup> <sup>правительством</sup> ~~Мити~~ ~~Мити~~; и  
 Примем, смерть Комбата показывает события для  
 многих в России и как «Красные ~~и~~ герои [Сталинские]»  
 врагом народа» ~~как~~ (Александр Фёдоров) когда было  
 режим Сталина.

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### Библиография

Утомлённые солнцем - Никитя Михалков (1996)

Александр Фёдоров - kino-teatr.ru



## ResultsPlus

### Examiner Tip

For the literature / film option, detailed knowledge of the text is what is meant by 'clear evidence of in depth reading and research.' Candidates do not need to have studied secondary literature to gain the highest marks, although this can always give further insight and might present an opportunity for stretch and challenge.

Overall, many candidates showed their excellent knowledge of Russian on this paper. They were a credit to their teachers and the examiners very much enjoyed reading the range of creative, discursive and Research-Based essays. It was extremely encouraging to see so many learners of Russian at A2 level who clearly have a command of the language which is to be admired, and who had conducted in-depth research into aspects of Russian history, culture and society.

#### 6RU04 Unit Grade Boundaries

Grade	Max. Mark	*a	A	B	C	D	E	N	U
Raw mark boundary	100	82	73	64	55	46	38	30	0

#### 6RU04 Unit Grade Boundaries

Grade	Max UMS	*a	A	B	C	D	E	N	U
Raw mark boundary	130	117	104	91	78	65	52	39	0

a\* is only used in conversion from raw to uniform marks. It is not a published unit grade.

The modern foreign languages specifications share a common design, but the assessments in different languages are not identical. Grade boundaries at unit level reflect these differences in assessments, ensuring that candidate outcomes across these specifications are comparable at specification level.

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