

Examiners' Report

June 2012

GCE Russian 6RU04 01

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Introduction

Once again, the examiners were very pleased to read a range of responses to all sections in the third year of this advanced level unit. Candidates have been extremely well prepared by centres and those candidates who have had extensive advice from their teachers about best to score marks in the different sections did very well indeed. The three sections of this unit (section A - translation, section B - creative/discursive essays and section C - Research-Based Essay) have differing requirements and the vast majority of learner candidates showed an impressive command of the grammar and lexis required at this level. In many cases, candidates wrote very interesting and informative essays and backed up their opinions in the RBE with detailed factual information. The best discursive essays were persuasive yet balanced, and the best creative work was lively yet focused.

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 the proportionate amount of time to spend on it would be 20-30 minutes. Section B and Section C are each worth 45 marks, so an hour on each of these would represent an appropriate division of time. This year there were only a few candidates who had not spent enough time on section C and this would indicate that they are being well trained in time management in the examination.

Once again, a considerable number of answers in section B and C were overlong. The number was perhaps lower than in previous years, but examiners would like, again, to remind centres that the upper word limit for each of these sections is 200 words. Examiners stop reading at the end of the sentence in which the 200th word lies. This significantly disadvantages candidates who have not had appropriate guidance and who have therefore written overlong essays. In both Section B and Section C, overlong answers lost marks for Organisation and Development, and it was also often true that they failed to answer the question fully, as key information was contained within the section which lay beyond the word limit. It is a key skill at this level to be able to marshal material in such a way that it can be used effectively within the word limit. Centres and candidates, especially non-learners in centres where Russian is not taught, should note that there is more space provided than is usually necessary for 200 words and that the space is not an indicator of how much candidates should write. There were very few short answers, as always, but where an answer was short, it often contained very little information or argument and therefore scored very low marks.

The approach to individual questions is considered in the reports on each of the options which follow. An example from a candidate's response is given for each question. Please note that, in some cases, only part answers are given as exemplification. A general summary of areas for improvement for Sections B and C is given below as this may prove useful for centres.

Section A: Translation

Section A of this paper required candidates to translate a short passage of English into Russian. 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 10 is awarded based on the number of correct elements (see the mark scheme). For an element to be considered correct it must have all the details contained in the English original (i.e. no word omitted) and all the grammatical endings (case endings, agreements and verb endings) had to be correct. One spelling or transliteration error was allowed per element, provided that it was not grammatical and did not affect the sound significantly when read aloud.

Overall, the majority of candidates performed reasonably well at this task, with many learners gaining 7 or 8 marks. Many did not achieve high marks however, and many native speakers often lost marks due to insufficient attention to the detail of the English passage. Those with very little ability to manipulate the grammar of the language scored very low marks, often 1 or 2, despite knowing a great deal of the required vocabulary. 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:

- 'physical exercise' was not well translated by many candidates. A range of translations was accepted by examiners, including 'спорт', 'физкультура' and 'физические упражнения'
- 'they play computer games' was often translated as 'они играют компьютерные игры' without the required 'в'
- 'for four hours a day' was not well translated by learner candidates, who often tried to use a preposition such as 'для', 'за' or 'на' - this lost them marks. Some used 'по' with the accusative and this was accepted. There were a surprising number of misspellings of 'четыре'
- for 'although rarely', the 'although' was often translated as 'но'. Whilst examiners did accept this, and some other possible renderings, it would have been pleasing to see a more accurate translation here.
- for 'do sport', 'делают спорт' was not accepted; many candidates were able to use 'заниматься' correctly, though.
- 'according to statistics' led to a cast range of possible translations, some of which were considered to be too wide of the mark. Correct use of 'статистика' in the singular was expected here.
- 'by 2050' was very poorly translated by the majority of learner candidates; candidates were not required to use 'году' or put an ending onto the year, but they were required to use a correct preposition. 'к 2050' was expected, and 'в 2050' was also accepted. 'до 2050' was not accepted as the meaning is clearly different.
- in 'half of all children', the 'всех' was often omitted, leading to a loss of marks. Again, even though last year's translation contained the word 'quarter', many learners did not know the word for 'half' and so used '50%'. This was accepted by examiners, but centres are encouraged to ensure they cover fractions and the use of numbers and statistics in writing.
- 'so fat' was not always well translated. Examiners accepted both a feminine singular (to agree with 'половина') or a plural, in either nominative or instrumental. Short forms were also accepted. Despite this, many did not manage to translate 'so' correctly.
- 'is considered' was usually well handled, and this shows that candidates are getting

better at spotting and translating English passive constructions.

- for 'more serious', both long and short forms were accepted, the former in the instrumental only. Some candidates need extra work on comparative forms, attempting translations such as 'больше серьезный'
- 'for boys' was often translated much better than 'for girls', with candidates struggling to get the case correct in 'для девочек'. Many did not know the pair 'мальчики и девочки' and tried 'для мужчин и женщин', which was not accepted.
- the passive construction 'measures [need] to be taken' was well dealt with by a significant number of learners, but many did not handle it well. Candidates should be taught strategies for turning constructions such as this into infinitives ('принимать меры') as well as use passive participles ('меры [...] быть приняты'). Both aspects were accepted in the infinitive here, and 'нужно' / 'нужны' or 'должно' / 'должны' were used successfully by many.
- 'generation' was not well known, or candidates translated it as a singular noun with the wrong gender as 'поколения'.
- the use of a past tense 'не страдало' following 'чтобы' was correct in around a quarter of learner candidates' translations, suggesting that this aspect of grammar requires further work.
- 'from obesity' was well translated by many, who clearly knew this word from their studies of the Lifestyle, Health & Fitness topic at AS and A2.

Question 1

This translation shows a good knowledge of vocabulary and grammar required at A2 but shows many of the errors outlined above, as well as some others.

SECTION A: TRANSLATION

- ending
- S.P rule
- gender

Question 1

Translate the following passage **into Russian**.

Some believe that children do not do enough physical exercise. Many teenagers say that they play computer games or watch TV for four hours a day, although rarely do sport.

According to statistics, by 2050 half of all children will be so fat that it will be bad for their health. The problem is considered more serious for boys than for girls. Experts say that measures need to be taken so that a new generation does not suffer from obesity.

Некоторые верят, что, чаще не делают гимнастики физкультуры. Многие подростки говорят, что они играют компьютерные игры или смотрят телевизор по четыре часа в день, хотя редко делают спорт.

Согласно статистике, к 2050 году половина всех детей будет настолько толстыми, что это будет плохо для их здоровья. Проблема считается более серьезной для мальчиков, чем для девочек. Эксперты говорят, что меры должны быть приняты, чтобы новое поколение не страдало от ожирения.

То, что говорят, к 2050-ому году люди станут толстыми, чаще сыграть или смотреть телевизор. Это будет плохо для их здоровья. Эта проблема считается более серьезной для мальчиков, чем для девочек. Эксперты говорят, что меры должны быть приняты, чтобы новое поколение не страдало от ожирения.



ResultsPlus
Examiner Comments

This answer scores 5 out of 10. The vocabulary is good, but the weaker knowledge of some grammatical intricacies, especially passive constructions, means that a number of marks have been lost.



ResultsPlus
Examiner Tip

Pay attention to the rendering of English passive constructions in Russian. Phrases such as 'is considered' and 'measures need to be taken' appear regularly in the translations.

This candidate is an example of one who shows an impressive command of vocabulary, but whose lack of grammatical accuracy has limited the mark achieved significantly.

SECTION A: TRANSLATION

Question 1

Translate the following passage **into Russian**.

Some believe that children do not do **enough physical exercise**. Many **teenagers** say that they play computer games or watch TV for four hours a day, although rarely do sport.

According to statistics, by 2050 half of all children will be so fat that it will be bad for their health. The problem is **considered** more serious for boys than for girls. Experts say that **measures** need to be taken so that a new **generation** does not **suffer** from obesity.

Некоторые люди считают что детям не делают даже минимального спорта. Много молодежи людей сказано что они играют в игры на компьютере или смотрят телевизор, 4 час в день, однако не часто делают спорт!

По данным, в 2050-ом году, 50% детей будет быть очень толстой что это будет быть плохо для здоровье.

Проблема, много ^{серьезны} ~~важны~~ для молодежи мужчин чем для девушки! Эксперты сказано что нужно иметь много способов чтобы новый детей не будет быть толстой!



ResultsPlus

Examiner Comments

This answer scores 2 out of 10. There are regular verb and case ending errors. Careful learning of these, and also attention to idiomatic constructions, would have benefitted this candidate greatly.



ResultsPlus

Examiner Tip

Make sure you learn the case endings thoroughly and understand how to use them. For A2, a thorough knowledge of common verbs which take certain cases, as well as the cases following prepositions, is expected.

This is an example of a very good learner candidate's translation.

SECTION A: TRANSLATION

Question 1

Translate the following passage **into Russian**.

Some believe that children do not do **enough physical exercise**. Many **teenagers** say that they play computer games or watch TV for four hours a day, although rarely do sport.

According to statistics, by 2050 half of all children will be so fat that it will be bad for their health. The problem is **considered** more serious for boys than for girls. Experts say that **measures** need to be taken so that a new **generation** does not **suffer** from obesity.

Некоторые люди считают что дети не делают даже меньшинство

спорта. Много молодых людей считают что они играют

игры на компьютере или смотрят телевизор, 4 час

в день, однако не часто делают спорт!

По данным, в 2050-ом году 50% детей будет быть

очень толстой что это будет быть плохо для здоровья.

Проблема, много ^{серьезны} ~~важны~~ для молодых мужчин чем

для девушки! Эксперты считают что нужно иметь

много опасностей чтобы новый детей не будет быть

толстой!



ResultsPlus

Examiner Comments

This scores 8 out of 10. The candidate has an extremely good command of grammar and makes few errors. The marks have been lost due to a few spelling errors, such as 'полвена' and vocabulary errors such as 'тольстости'.



ResultsPlus

Examiner Tip

Make sure that you learn topic vocabulary throughout your course. It may be that an item of vocabulary is required for the translation.

This final example is of an accomplished translation.

Некоторые полагают, что дети не делают достаточно физических упражнений. Многие подростки говорят, что они играют в компьютерные игры или смотрят телевизор четыре часа в день, хотя ~~многие~~ редко занимаются спортом.

Согласно статистике, к две тысячи пятидесятому году половина всех детей будут настолько толстыми, что это будет плохо для их здоровья. Эта проблема считается более серьезной для мальчиков, чем для девочек. Эксперты говорят, что меры должны быть приняты, чтобы новое поколение не страдало от ожирения.



ResultsPlus
Examiner Comments

This candidate scored 10 out of 10. They have paid careful attention to the English and translated the passage carefully and accurately.



ResultsPlus
Examiner Tip

It is often useful to go through the passage carefully before beginning and annotating it with words which may cause you problems.

Section B: Creative or Discursive Essay

In the creative essays in Section B, the best essays (scoring 13-15 for Understanding & Response) were succinct and succeed in telling the whole story in the space available, or built sufficient suspense to leave the reader wondering about the characters or what might happen next. Almost exclusively, the creative essays were attempted by non-learner candidates who appear to have received little guidance on what might constitute successful creative writing; candidates choosing this option must pay careful attention to planning. Poorly planned pieces often contained lengthy scene setting or description of character but little action. Writing a successful piece of creative writing in 200 words is a challenging task and not something which should be embarked upon without first planning content or structure. There were very few completely irrelevant essays, although some were considered to be 'pedestrian' or failed to grab the examiners' attention. They usually scored no more than 7-9 for Understanding & Response ('satisfactory [...] response to stimulus').

The vast majority of candidates who have been taught Russian in schools wrote excellent discursive essays. There is a great deal of good practice in centres in evidence in the candidates' work. Many candidates wrote extensive plans on their examination papers and such good practice is to be encouraged as carefully planned essays were, in virtually all cases, more successful. Careful planning by candidates results in balanced discursive essays where the ideas are well thought through and it seems difficult to conceive of why a candidate would choose to launch into such a piece of writing without 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. As every year, centres are strongly advised to take careful note of this requirement. Non-learner candidates taking GCE Russian, in centres where Russian is not taught, are significantly disadvantaged if they are not made aware of this requirement, and so write unbalanced essays. One-sided essays can score a maximum of 9 for Understanding & Response and some overlong essays were considered one sided as the entirety of the second half lay beyond the 200th word. Such essays scored a maximum of 9 for Understanding & Response and also for Organisation and Development, even if they were linguistically impressive. Balanced and well-structured discursive essays should have a conclusion in which the candidate comes down on one side or the other, but until this point, the best candidates remained neutral themselves and discussed ideas in abstract terms, avoiding the use of the first person. In order to score 9-10 for Range & Application of Language, learner candidates are encouraged to use a wide or more complex construction, such as passives, gerunds, relative clauses, compound conjunctions and conditionals. A range of varied essay phrases is also useful as this enables weaker candidates to score higher marks. They should be aware, though, that a string of such phrases is not able to make up for a lack of content or ideas; careful planning and consideration of the depth of ideas which the candidate has before beginning will result in a better essay across the board. Candidates should also be encouraged to ensure that they have sufficient topic vocabulary when they select a discursive essay to answer. It is perfectly possible for candidates to achieve 5 for Accuracy for their discursive essay, indeed many learner candidates did so. Accuracy does not have to be perfect to achieve this, but the essay must show an impressive command of noun and verb grammar and give the impression of accuracy throughout.

Question 2(a)

This question was popular with non-learner candidates but there were very few answers from those who had learned Russian in schools. Candidates were required to tell the story of how they received a gift of a sports car. For most (extremely lucky) candidates, the car was an 18th birthday gift, one received for passing exams, getting into university, or for passing the driving test. The best essays succeeded in telling the story of the actual moment of receipt of the gift, setting a scene and describing emotion and atmosphere, as opposed to simple description of the reason for receiving it with little suspense or creativity involved.

This candidate, instead of telling the story of the receipt of the gift itself, tells of the event which led someone to have such gratitude that they wanted to give the gift. The candidate, while bored, looks out from his balcony and spots a child in trouble, and acts quickly to save the boy, who turns out to be the son of a rich businessman.

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen Question number:

Question 2(a) ☒

Question 2(b) ☒

Question 2(c) ☒

Question 2(d) ☒

Question 2(e) ☒

Question 2(f) ☒

Question 2(g) ☒

Я сидел дома и смотрел телевизор. Скучотища! Современные телеканалы почти полностью задити рекламой - намного ~~лучше~~ легче ~~можно~~ посмотреть сериал в Интернете. Однако, я только это ~~и~~ переехал в эту квартиру и Интернета у меня пока это не было. 35

Выходя на балкон, я осмотрелся. Да, ради такого вида можно было и пожить неделю без Интернета. ~~Увы, этого я не могу себе позволить~~ ~~увы, я убежден Бил Бил, сейчас это невозможно~~ ~~конечно~~. Я посмотрел направо и увидел вдалеке шоссе M25, тонкой ниткой протянувшись шоссе по горизонту. ~~Но~~ Я повернул голову влево и увидел ребёнка... 48-71

Стоп. Ребёнок? И вправду, на корытке ^{между балконами,} от кондиционера в двух метрах от меня лежал малыш лет двух-трёх. Похоже, он как-то забрался туда с соседнего балкона и не мог поехать обратно. Я понял - стоило спасти его, надо было действовать. 123-112

До ящика было слишком далеко, стоило просто протянуться и забрать младенца, ~~ца~~, потому я, переведя дух, встал на перила и, не думая, прыгнул на корытку. Она закричала, но удержалась мой вес. 149

Я наклонился, чтобы взять младенца, но тут кородка оборвалась. Я еле-еле успел спрятать себя и зацепиться рукой за перила ~~двери~~ балкона, ^{напротив} держа другой рукой ребёнка. Я подтянулся и вылез на балкон. ~~Поскольку~~ ~~я~~ ~~был~~ ~~там~~. Похоже, всё было в порядке. (178)

Позже оказалось, что этот ребёнок - сын ~~одного~~ ~~богатого~~ английского бизнесмена. ~~Он~~ ~~был~~ ~~очень~~ ~~молодой~~. В благодарность от него я получил ~~и~~ ~~ещё~~ эту машину.

22 ~~марта~~ Интернет - подключение.

197. 199



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Examiner Comments

This is a very successful and original answer, and exemplifies the kind of creativity which scores 13-15 for Understanding & Response. We get a sense of the writer's emotions, and of suspense, coupled with a neat completeness which is challenging within the 200-word limit. This is not a learner candidate, but there is no reason why a learner could not have written something which is as well constructed and interesting to read.



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Examiner Tip

When writing a story, you need to think about character, scene and events (or plot). In 200 words, you do not have space to describe the scene except very briefly. It is best to jump straight into what happens, and that needs to be complete within the word limit. Suspense and surprise are good tools for this task.

Question 2 (b)

This was a popular question for native speaker candidates and with very few exceptions, the letter found between the pages of a book was one written to the candidate's mother by a former lover. Weaker, and less creative, answers often described the finding of the letter, with little reference to the content, but some of the better answers included extracts from the letter and a sense of surprise. More imaginative answers often revealed the letter to be from the candidate's long-lost father, although the impact of this often seemed to be a little underwhelming. Scene setting for the discovery of the letter often led to candidates writing too much and going over the word limit.

This example is one of the ones where the circumstances surrounding the letter are perhaps a little different. The mother, using a pseudonym, was in the habit of writing letters when she was younger to get the autographs of famous people. The sense of discovery comes through here, as well as originality.

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen Question number:

Question 2(a) ☒

Question 2(b) ☒

Question 2(c) ☒

Question 2(d) ☒

Question 2(e) ☒

Question 2(f) ☒

Question 2(g) ☒

Книга была детективный роман, что бы
её ~~самый~~ ^{самый} любимой вид книг, когда она
была молодая.

Письмо было написано в тысяча
девятисот ~~восемьдесят~~ ^{восемьдесят} году, когда Мамой
пятнадцать лет. Она была младше чем
меня! (у меня потом были семьдесят лет.)
Он сказал, что он получил её прежде письма
и он считал, что они очень хорошие и
интересные. Как ~~сюрприз~~ сюрприз! Я не зря
писала автор книги. На самом деле, я
редко читаю романы. Я не люблю
литературу, ~~рекламная~~ ^{рекламная}, что фильмы и
интернет лучше.

Это письмо также сказал, что если
"Анастасия" хотела, автор бы подписал её
книгу. Мамой зовут Мария, нет Анастасия.
~~Это была её книга, или нет?~~ Это
было её письмо, или нет? Адрес правильный.
Она однако, у неё нет сестры.
Я ~~решила~~ ^{решила} показать

Это интересное письмо в Мамы.

Она зашла в дом, когда я её ~~нашла~~ ^{нашла}. Она посмотрела ~~старую~~ старую бумагу и спросила, где я её нашла.

Когда я рассказала, что ^{она была} между страницами её любимей книги, она смеялась.

"Был конкурс!" она говорила. "Я с подругами решила писать письма - много ~~в~~ писем - чтобы получить подписати авторов, звёзд, много видов заметных людей."

"И 'Анастасия'?" я спросила. "Это ты?"

"Да, конечно," она отвечала. "Я не хотела, что мои родители ^{были} узнали, что я делала." Анастасия, это я."



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Examiner Comments

This is a good response which scores 10-12 for both Understanding & Response and Organisation & Development. The language is quite inaccurate, but the candidate does have a range of structures at their disposal. The story is structured well within the limit.



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Examiner Tip

Short creative essays are most successful where there is some kind of twist or surprise half way through or at the end. In this one, the confusion of the candidate who finds the letter, and the innocent explanation, leads to questions forming in the reader's mind, maintaining interest.

Question 2 (c)

This question required candidates to write a newspaper article in response to the headline given on the exam paper. As with last year, the requirement to write a creative newspaper article was not always fully realised and some candidates wrote discursive essays about the value of mobile phones or why it would be difficult to live without them, which is not the requirement here. The most successful pieces this year were usually 'personal adventure' type pieces where the writer spoke of an experiment to live for a week without a mobile phone and the consequences of this, or a letter to a newspaper from a young person who had been forced to live without a phone for a week. The best answers explained the origin of the experiment well, e.g. a bet with a friend or the loss of the phone whilst travelling. Very good candidates were able to recount the difficulties in coping with the psychological effects of mobile phone withdrawal. They usually contained some wider message or wider reference, as opposed to being a diary. The tone was often successful when it reflected the higher register which would be expected in a newspaper. Many candidates did not achieve this, however.

This candidate has written a letter to explain the consequences of living without a mobile phone and his subsequent discovery of things which could be considered more interesting than his phone. One could imagine reading this piece as a letter to a magazine, for example.

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen Question number:

Question 2(a) ☒

Question 2(b) ☒

Question 2(c) ☒

Question 2(d) ☒

Question 2(e) ☒

Question 2(f) ☒

Question 2(g) ☒

Журналистская Газета

16 января 2013

"Моя неделя без мобильного телефона"

Труднее всего из нас в нашем мире не можем себе представить жизнь без телефона. В нашем современном обществе не иметь телефона это все равно, что не иметь холодильника в доме. — это вещь просто незаменимая. Можно сказать, что наши жизни вращаются вокруг телефонов. Но, так ли это на самом деле?

Многие ~~Анонимно~~ со мной не контактируют, но я, учительница Илья Чубанов решил провести эксперимент — провести неделю без телефона. Я надеюсь, что в my мире существовать вещи, которые более интересны, чем постоянное ^{использование} использование

~~мобильным телефоном, телефоном.~~

Конечно, а ^{начал} ~~хотел~~ также гулять и ходить в спорт зал. Я хотел читать больше русской классики - Пушкинская, Тургенева и Толстого. Все эти вещи я делал намного реже раньше, тогда я просто играл на гитаре и ~~тогда~~ ^{тогда} ~~получил~~ сообщения мои друзьям, в течение игры на телефоне или смотря ~~эт~~ очередную серию. Все эти посылки ~~а~~ на гитаре и игры с телефонами только углубляли мое дружеское общение - я только поправляла. Сейчас после недели занятий фитнесом, я себя чувствую отлично и ~~в хорошей форме.~~ держать себя в хорошей форме.

Ноги Моя неделя без мобильного телефона не только позволяла мне держать себя в форме, но и позволяла мне получить больше реального общения с друзьями, нежели через ^{телефон} ~~телефон~~. Я призываю всех поучиться ~~и~~ отказаться от мобильного телефона и вернуться в реальный мир ~~и~~ ^{из} виртуального.

Илья Ульянов ~~Илья~~



ResultsPlus

Examiner Comments

This essay scores 13-15 for both Understanding & Response and Organisation & Development. The style successfully replicates a letter to a newspaper, and the candidate has thought about consequences and implications. The introduction is used to set the scene of the wider role of new technology in society.



ResultsPlus

Examiner Tip

Make your writing more like a newspaper article by using rhetorical questions (like the end of the introduction here), addressing the reader, using quotes or speculating about outcomes. Think about things you have read in a newspaper and the kind of language that is used.

Question 2 (d)

This question, requiring candidates to reflect on whether it is important to travel and see the world, was the second most popular discursive essay option. Many candidates seemed to have a lot to say on the topic and there was a wide range of successful essays. Most answers agreed that it was important to travel nowadays and the reasons ranged from familiarising oneself with important sights, foreign cultures, customs, cuisines, studying languages, making oneself more interesting as a person, all the way to reducing racist attitudes. It was also often claimed that travel was important due to the fact that you can relax and holiday in better climates than the UK. On the other hand, many candidates cited the fact that air travel in particular contributes to global warming, is costly and sometimes stressful or dangerous. Many said that travelling itself was not important because, due to modern technology, one could stay at home and experience the world through the television and internet. The very best essays would touch on the fact that travel and globalisation are making different cultures very similar, and thus point out the paradox of modern travel being about broadening cultural experiences.

This candidate's essay begins with a clear introduction which sets up the two sides of the argument. On the one hand, the candidate argues, air travel as an environmental impact for a range of reasons. It is also expensive to travel and that the money would be better spent on protecting the environment. On the other hand, we are told, tourism has an impact on the economy of other countries and broadens the mind, as well as allowing people to see different places and therefore encouraging them to contribute to protecting them.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question number:

Question 2(a)

Question 2(b)

Question 2(c)

Question 2(d)

Question 2(e)

Question 2(f)

Question 2(g)

Plus: -ve = uses fuel + resources, damages environment, habitats destroyed,
releases CO₂ - greenhouse effect, waste of money, more important
to see where you live, learn about own country

+ve = help economies of other countries, learn about other cultures +
traditions, get along with / understand people, increase knowledge,
good for cultural ecology / spiritual life

Многим людям кажется, что очень важно путешествовать и видеть мир.

19 Исследования показывают, что больше людей путешествует за границу сегодня,
чем раньше. Однако также есть много проблем из-за этого.

17 Транспорт требует много бензина и важно понимать, что это вредно для
окружающей среды так как это ^{помогает} парниковым эффектам. Также, авиалайнеры
нарушают природные места, где ~~живут~~ животные живут, к сожалению кажется,
это что много людей ездят на самолёте. Кроме того, очень дорого путешествовать
в другие страны и бюджетные люди ^{защитить} могут тратить эти деньги чтобы ~~защитить~~
природу и культуру где они живут. Люди часто думают, что важнее узнать
о истории своей страны, а так не надо видеть мир, а видеть страну.

3 Однако, может утверждаться, что ездить в другие страны помогает их
экономике и также можно узнать о других культурах, и поэтому люди могут
отнестись к другим людям и их понимают. Вдобавок, некоторые говорят, что
необходимо увеличивать знание мира и другие ~~согласны~~ согласны, что путешествовать -
полезно для духовного здоровья. Надо помнить, что, в итоге, люди
понимают почему экономика культуры нужна и тогда стараются защищать свою.

экологично культуры.

46

В заключение, я уверена, что важнее узнать о всем мире чтобы было
людиам человека, ^{поскольку} я согласна что путешествовать помогает людям чтобы
они указывали за природой и другими людьми. Я полагаю, что необходимо
понимать другие культуры и традиции и видеть как ^{мир - красивые} красивые чтобы
~~хотеть уметь~~
улучшать мир, сохранить его.



ResultsPlus

Examiner Comments

This candidate has thought carefully how the two sides of the argument can reflect each other, which is the hallmark of the very best discursive essays. As opposed to the two halves being a list of reasons for and against, here the candidate explains how travel could be a force for good in ecological terms, to counter the argument about ecological damage. Careful planning and thinking of the arguments (seen in English at the start) have resulted in an excellent essay which scores 13-15 for both Organisation & Development and Understanding & Response. The language here is also very good and the essay scores 9 for Range & Application of Language and 4 for Accuracy.



ResultsPlus

Examiner Tip

Make sure that you plan your discursive essay thoroughly. Careful planning will result in a better outcome because you will be forced to think your arguments through.

This much weaker candidate attempts some similar arguments to the first, including how, on the one hand, travel is expensive, but how on the other, you can experience culture for yourself.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question number:

Question 2(a)

Question 2(b)

Question 2(c)

Question 2(d)

Question 2(e)

Question 2(f)

Question 2(g)

Я знает много человек можно идти
Городе и изучал около культура или
документари Частинковский в Мир.

Но некажди человек ситижи много
денги ~~документари~~ ~~ежан~~ ежан в
лондоне или москва или Милан. они
смотра в документири филм или
видели на интёрнет изучал культура
но не хорошо путешествовать.

Я был видел мир потому что я
изучить США, ~~Франция~~ (орландо и
миами), парис и Санкт Петербурга но
было изучал много около регион в
~~россия~~ россия - это более интересусь.
~~Иногда~~

одни проекта - потому что мой денги
покупаю университетке и мой машине.

ехал в франция, (мама, папа, брат, бабушка)

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question number:

Question 2(a)

Question 2(b)

Question 2(c)

Question 2(d)

Question 2(e)

Question 2(f)

Question 2(g)

Я знает много человек люблю игра
Зароде и изучал около культура или
департамент частинковский в мир.

Но некаким человек ситимки много
дензи ~~Августин~~ ~~▲~~ ~~▲~~ ехан в
лондоне или москва или Милан. Они
смотра в документири фильм или
видели на интернет изучал культура
но не хорошо путешествовать.

Я был видел мир потому что я
изучить США, ~~Франция~~ (орландо и
миами), парис и Санкт Петербург но
было изучал много около регион в
~~россия~~ россия - это более интересусь.
~~И вотка мафия~~

одни профета - потому что мой дензи
посудать университет и мой машине.

ехан в фамилия, (мама, папа, брат, бабушка)

ми с моими друзьями это ~~интересно~~
интересны и много социальных
более менее случаи. Каждый город
должен интересоваться с друг.

Я думаю люблю бегать мир и я знаю
много человек бы люди они думаю ~~кто~~
но, это больше изучает около истории,
Культура, социальные, география на регион
но ~~ты~~ ты не-эксперимент ~~ты~~ тебе бегать
квартал.

~~сказать~~
в заключение, я бы хотел в маленький
городе бы мой город, бегать мир один
очень хорошо "хотел" или агитатора
ты делаю. Но ~~ты~~ ты есть проблема
меньше деньги ты не-есть или
бегать мир потому что больше и
интересно почитать.



ResultsPlus Examiner Comments

This essay is a demonstration of how inaccurate language can impede comprehensibility and prevent the candidate from offering coherent arguments. The essay scores 3 for Range & Application of Language and 1 for Accuracy, a very low score and much lower than the vast majority of learner candidates. There is little awareness shown of case and verb grammar. The essay does, however, score 9 for Understanding & Response as there are recognisable arguments being made.



ResultsPlus Examiner Tip

Ensure that you have a range of essay phrases at your disposal. They will help you to structure your essay and score more marks. Plan to include a range of structures and think carefully about tenses and endings.

Question 2 (e)

This question invited candidates to reflect whether all young people should study at university or not and was the most popular choice amongst the discursive essays, perhaps due to the relevance to the lives of many 18 year olds. Overwhelmingly, most candidates were of the opinion that everyone should be able to go to university, but very few came to the logical conclusion that this might lead to logistical problems. Candidates argued, on the one hand, that a university degree would enhance one's job prospects in the difficult economic situation, and that higher education leads to better incomes in the future and also that it improves the mind in a more general sense. Some candidates suggested that the economic crisis could be solved if everyone achieved a university degree. The fact that university is the time when people meet their friends for life or future partners was often mentioned, and many talked about the social advantages of living away from home and parents. On the other hand, candidates often argued that the high tuition fees at UK universities are a reason why everyone should not go, and coupled this with mentions of significant figures in business who do not have a degree, such as Alan Sugar and Richard Branson. The fact that many jobs do not need degrees was also mentioned often, but surprisingly few talked about the fact that not everyone might have the intellectual ability for university study. The very best answers pointed out that there would always be a need for jobs where a degree was unnecessary, and also that degrees would not be prestigious if everyone had one.

This candidate begins his or her work with a detailed plan and grammar notes. This has been included here so that future candidates might see the kind of planning which leads to much better essays. The candidate argues that, on the one hand, university education is a right which helps to bring about equality in society, but on the other hand, there may be those who are interested in business or going out to work. They go on to give examples of how university can give one skills which are useful in various workplace settings.

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen Question number:

Question 2(a) ☒

Question 2(b) ☒

Question 2(c) ☒

Question 2(d) ☒

Question 2(e) ☒

Question 2(f) ☒

Question 2(g) ☒

Timing

Все вопросы этого задания учимся в университете finish 2.30
-2.56

	Masc	fem.	Neut	Pl	
N					Абстрактная
A	ровно ↓ ровно	уроко уроко			PPPI's
G	а/а	и/и	о/о	а/а	Adverbs
D	о/о	и/и	о/о	и/и	PBPAs
I	и/и	и/и	и/и	и/и	Adjectives
P	е	и/и	е	а/а	Verbal Adverbs

Points

- 1) университетские образования = право
 осязано ← без этого право, можно
 подразделяет общество на классы
 и я беру, что все люди
 должны иметь право поступить в университет
- 2) очень важно, если вы хотите успешно карьеру
 навыки, что полезно для жизни
 - владеет иностранным языком
 - организованность
 - навыки в презентации
- Например, моя мама
 PAST

③ Университет позволяет подросткам быть независимыми
- особенно счита родители родители

↳ дает ~~нам~~ ^{им} свободу и возможность - они могут быть
инdependantными, и живут одни, и член общества.

↳ Университет дает студентам свободы, и важный
опыт для жизни.

④ Однако, несмотря ^{этом} ~~на~~, это...

Мне кажется, что пока это очень интересный вопрос, это может быть
трудный вопрос - вопрос университетского образования. Я очень
важно, особенно в наши дни, когда образование быстро становится дороже,
и больше и больше молодые люди хотят поступить в университет.
Считаю это, ~~это очень интересный вопрос, и важно, и~~
~~важно, и~~ вопрос ставит: Надо ли все люди поступить в университет?
~~это очень интересный вопрос, и важно, и~~

Я верю, что университетское образование - право. Все в мире
имеет право поступить в университет, потому что это происходит
равно в обществе. Это очень важно, особенно в современном мире,
где равенство имеет много поддержки. Если только богатые или очень
ушище ~~поступили бы~~ в университет, это раздало общество на классы -
было бы несправедливо. Однако, это также важно, что ~~это очень важный вопрос~~
что студентам надо ^{также} интересоваться другими выборами, ~~например~~
например работами опыт, представля ^{ночные} бизнесами, потому что
эти выборы могут быть лучше для них. Лично я считаю, что выбора - очень

важно.

Но, хотя это правда, что во-первых, университетское образование
очень полезно, если вы хотите успешную карьеру. Университет
дает студентам навыки, например ~~организацию~~ организованность и
навыки в презентациях, что очень полезно для жизни. Например
моя мама изучала географию в университете, но теперь она работает на
в бизнесе - но она использует навыки, что она узнала в университете.
Проблема является деньги, это
~~важно~~ важно в жизни, из-за финансово кризиса и увеличения платы
за обучение, много студентов не ~~поступили~~ поступили
в университет. Это ~~очень~~ очень несправдливо - я согласен, ~~что~~
что, но давайте мне ~~какие~~ какие молодые люди должны иметь
шанс поступить в университет, ~~какие~~



ResultsPlus

Examiner Comments

This is an excellent example. It is not linguistically flawless, but does demonstrate the good command of grammar required for 9-10 for Range & Application of Language. It scores in the 13-15 box for both Organisation & Development and Understanding & Response and is an example of a candidate successfully combining the two sides of the argument together into threads through the essay as opposed to using two distinct paragraphs. The candidate uses personal examples, but also adds distance through the use of higher-register phrases.



ResultsPlus

Examiner Tip

Make a list of key structures to include and note them down before you start. Examples might be passive participles, adverbs, gerunds, etc. This candidate has also made a note of key grammatical endings to help them during the writing stage.

This extract is a candidate's introduction to this essay question. The candidate succeeds in effectively setting out the structure of the essay by suggesting that there are a range of opinions.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question number:

Question 2(a)

Question 2(b)

Question 2(c)

Question 2(d)

Question 2(e)

Question 2(f)

Question 2(g)

Если бы все молодые люди должны
учиться в ~~универ~~ университете, это
важный и трудный вопрос. Некоторые
говорят, что ~~обра~~ высшее образование —
~~право~~^{долг} всех людей. Но ~~друг~~ Однако другие
скажут бы что это ~~права~~ право, но не
ответственность, потому что ~~мы~~ свобода
& выбирать также право всех.



ResultsPlus Examiner Comments

Introductions (and conclusions) can be the weaker parts of discursive essays. This is often because candidates state in the first line which side of the argument they are going to agree with. Essays are usually better when the introduction is balanced and non-committal, simply introducing the different opinions. This is a good model for an effective introduction and the essay overall scores in the 13-15 box for Organisation & Development partly due this type of introduction.



ResultsPlus Examiner Tip

In the introduction, avoid referring to yourself. Learn phrases such as 'some say that...' and 'others would suggest that...'. These distance you from the arguments and have the effect of making the register higher. A model introduction, worked on in class, can be used in each discursive essay with minor tweaks.

Question 2 (f)

This essay asked the candidate to discuss whether or not young people are interested in religion. It was the least popular choice of all the Section B essays, perhaps confirming the conclusion of the majority of candidates that religion holds no interest for young people nowadays. Candidates argued that scientific arguments now explain natural phenomena and that young people did not therefore need to turn to religion to look for answers to questions about the world around them, as well as suggesting that they have little time for religion due to social engagements. On the other hand, some candidates successfully argued that there is much interest in religion in some cultures, for example in Muslim countries and communities. It was frequently mentioned that religion is something which young people are interested in if their parents are. This question suffered more than most from statements on opposing sides of the argument which were too sweeping or definite. Candidates would often write at the beginning of the essay categorically that young people are not interested in religion, and then a few sentences later state that they are. The language which candidates need to develop for the discursive essay is that of subtle argument, for example they could say, 'Although it would seem that the majority of young people show little interest in religion, there is still a minority who regularly attend church.' Candidates who can argue in this subtle way and mention one side of the argument within the other side always achieve higher marks.

This candidate has written a short plan at the beginning of his essay. He starts with an effective introduction and goes on to argue that there is much atheism in society today, and whilst this does not affect all young people it does affect some. Other arguments are made that young people have little time for religion and that it could be considered dangerous, although this is not fully explained. On the other hand, the candidate argues, there are many young people who believe in God and study religion. An effective conclusion states the candidate's stance.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question number:

Question 2(a)

Question 2(b)

Question 2(c)

Question 2(d)

Question 2(e)

Question 2(f)

Question 2(g)

Religion + young people - ULTIMATELY AGAINST STATEMENT

INTRO - Role of religion in past/today

PARA 1 - Lots of adhesion/problems of religion so clear ^{science +} technology

PARA 2 - Many religions young people

Сокращение текста
↓
2000

Уже стало обычным делом утверждать, что религия ^{играет} ~~играет~~ важную роль в современном мире. Есть много разных религий и много верующих. Но, религия только для старшего людей? Когда слытают несколько разных мнений...

Не интересуются ли молодые люди религией? Конечно нет. А некоторые молодые? К сожалению, да. В наши дни есть много ^{атеизма} ~~атеизма~~, и у молодых людей ^{есть} ~~есть~~ проблемы, и ~~есть~~ потому что такие проблемы не ^{решаются} ~~решаются~~ должн, это трудно верить в него. Также, может быть что религия является скучной. Молодые предпочитают играть на компьютере или ходить на вечеринки с друзьями, чем ходить в собор по воскресеньям. И есть проблемы в обществе из-за религии. Многие не хотят принимать участие в религии - можно сказать что это опасно.

Однако, на самом деле, есть много молодых людей, интересующихся религией. Большинство молодых верующих людей ищут ответы в религии, и многие

милый надежду благодаря Богу. лично говоря, у меня есть много друзей, которые
берут в Бога, и также несколько друзей ^{которые выбрали изучать} ~~которые выбрали изучать~~ религию
в школе, и я тоже. Не зная насчет других, я могу утверждать, что есть
много молодых людей сегодня, верующих в Бога. Всем известно этот факт.

Принимая все во внимание, это еще трудно принимать решение. Это очень
актуальный вопрос. Однако, из всего сказанного следует, что религия важна
не только для взрослых а также для молодых людей в Настоящем мире.
Поэтому, я совсем не согласен с этим мнением



ResultsPlus

Examiner Comments

This is a very good example of a well-planned essay with a good structure. It scores in the 13-15 box for Understanding & Response and Organisation & Development. A few of the arguments are a little thin and it is advisable to stick to two or three points for each side of the argument so that there is space to explain them fully. The use of essay phrases and higher register phrases and structures is excellent here and the essay scores 5 for Accuracy and 9 for Range & Application of Language.



ResultsPlus

Examiner Tip

Candidates and teachers should prepare a range of model structures for the discursive essay and choose the best which works for them. The most effective do not have too many points - but the ones which are there are properly explained.

Question 2 (g)

This question required candidates to reflect on whether the government is doing enough to deal with the problem of drugs. Good answers tended to list examples of how the state tries to intervene and curb drug use with an explanation of how effective these actually are; possibly combined with suggestions of what else the government could do to tackle the problem. Examples listed ranged from creating more rehabilitation clinics (although candidates rarely knew how to say this correctly in Russian), longer prison sentences for dealers or preventative work in schools. Overall, most candidates said that governments do try but are not strict enough on those who deal in drugs and do not run enough campaigns in the media.

This candidate states in the introduction that the state could do more to deal with the issue of drugs. Firstly, the candidate states, it must be noted that alcohol and tobacco kill more people than marijuana and yet the government spends money on dealing with much 'less dangerous' drugs. The candidate goes on to argue that the legalisation of 'soft' drugs would free up resources to fight against 'hard' drugs. On the other hand though, it would be hard to control drugs and the government provides a lot of help for those who use them.

Я думаю что это трудно видеть • если
государство сделать достаточно им,
чтобы решить проблему наркотиков.

Это трудно и контролировать использование
наркотиков. Однако ~~прав~~ государство
может ~~еще~~ сделать больше.

Во-первых, Я думаю что важно знать
• что некоторые наркотические вещества
более вредны ~~чем~~ чем другие. Например,
маруасана. По данным, пятьсот тысяч
человек умирают каждый год от алкоголя
и табака, с другой стороны, никто не-
умирает от использования гашиша.

Однако правительство ещё тратит много
время ~~решить~~ ~~решить~~ помогает решить
проблему менее вредны наркотиков. Но
они может быть решить проблему более
вредны, серьёзной наркотиков.

К тому же, ~~если~~ если эти менее
вредны наркотиков ~~наркотика~~ легализованна,
тогда правительство может контролировать
использование. По этому только
некоторые люди может использовать
наркотиков и, на пример, маленькие дети
будет не использовать наркотик.

Однако, я считаю что ~~это~~ ~~можно~~ бюджет
очень ~~трудно~~ трудно контролировать
использование наркотиков. По моему
мнению, государство иногда делать
достаточно чтобы решить проблему
наркотиков. В итоге они помогают
люди с проблемой наркотиками.

Поэтому, мы видим что ~~распространения~~
если вы сидеть в тюрьме потому что у
вас проблема наркотиков - тогда вы можете
попытаться помочь.



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Examiner Comments

This is a good essay and the candidate attempts to explain various complicated arguments. Better planning might have made this easier, and the fact that some arguments are hard, but not impossible, to follow, means that it scores in the 10-12 box for Understanding & Response. The essay is well structured, though, and the language is good.



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Examiner Tip

Develop a range of essay phrases to use to help structure your arguments. Examples might be, 'надо задать вопрос', 'с одной стороны надо понимать', 'однакою нельзя забыть', 'из вышесказанного можно сделать вывод, что', 'ясно, что', 'прибавляя к этому', etc.

Section C: Research-Based Essay

The Section C Research-Based Essay was, as last year, very well handled by a high proportion of candidates from those centres where Russian is taught in the curriculum. In nearly all cases, the essays from learner candidates were a pleasure to read and the examiners would like to express their gratitude to teachers for their excellent preparation of candidates for this section. Many candidates' essays demonstrated their considerable, in-depth research and showed an impressive command of language and structure. Candidates are reminded of the importance of addressing the question on the paper; essays which did not actually answer the analytical part of the question scored a maximum of 13-18 for Reading, Research & Understanding. In order to score 19-24 or 25-30, essays need to offer opinion and analysis as well as factual content. This will usually involve stating a fact and then telling the reader what this fact shows us or why it is important or relevant. Conversely, the stating of opinion without sufficient evidence will also often lead to lower marks; their requirement for this unit is that candidates do detailed, sustained research in advance and come to the examination armed with facts which they then use to back up their analysis. Sadly, as in previous years, poor preparation for the examination (caused in the most part by centres entering candidates without any teacher guidance or any attention to the specification or this report) led to a number of candidates writing almost entirely irrelevant essays or essays which simply retold the plot of a book or film, thus scoring very low marks. Once again, a perhaps increasing number of candidates wrote answers to 3(a), 3(b) or 3(d) which, while interesting, scored zero as they did not meet the clear requirement on page 40 of the specification for the research to relate to the 'culture and/or society of a Russian-language country, countries or community.' Examples of this are discussions of social problems in Rhyf for 3(a), Adolf Hitler or Napoleon for 3(b), and essays on 'Jane Eyre', 'Avengers Assemble' and 'Harry Potter' for 3(d). 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, and, as usual, there was a range of interesting essays on the former Soviet republics for 3(a). Candidates are reminded of the importance of writing a structured essay in this section. Those candidates who had written detailed plans virtually always performed better, and the examiners expressed surprise at the relative lack of such plans. There were many essays which gave lots of factual information but which were really, in essence, a regurgitation of all that is known on the topic; candidates must use their factual knowledge to answer the question and support their assertions if they are to reach the higher mark bands for Organisation & Development. Essays should have an introductory paragraph and a conclusion which refers back to the question set on the paper. Examiners were surprised at the increasing number of essays which show no evidence of paragraphing and attention to the order of the points being made. Centres are reminded that quotations do not count within the word limit and also that proper names need not be included. Very few essays contain a bibliography or sources of factual information. Whilst this is not a requirement for the higher mark bands, some 'facts' used by candidates did seem unlikely and proper referencing of sources would help candidates to prove that they have done extensive research.

Question 3(a)

This question requires candidates to demonstrate their research about and understanding of a Russian-speaking geographical region or city, and specifically the social problems which that region or city faces. This addressed the requirement on page 42 of the specification that candidates study the social issues affecting their chosen region or city. Most candidates considered several social issues but some only discussed one. This was considered acceptable, but these essays were generally least successful. The most common areas studied were, predictably, Moscow and St Petersburg, but there were a good range of other cities and areas covered, including the former Soviet republics, especially Kazakhstan. The most common social problems were corruption, traffic and pollution and alcohol and

drugs. Illegal migration was a very common social problem discussed in the context of the big cities, particularly Moscow, and many non-learner candidates used their own personal experiences of this in their essays. Essays based on hearsay, with little factual content, did not score well, however. Virtually all candidates were able to describe their chosen social problems reasonably well, but the most effective essays used factual knowledge and statistical information to back up their points. The analytical side of the answer was often not as well developed as the descriptive side, and better essays always suggested clearly why the problems are important and what could be done to solve them. Another feature of the best answers was enough detail to root the essay in the particular region which had been studied; generic essays on traffic problems, for example, could relate to any city, not just to Moscow. Weaker essays also tended to give a great deal of irrelevant information about the region before tackling the social issue in the second half.

This candidate discusses the issue of racism in Moscow and particularly at football stadiums. The conclusion suggests that this problem is serious because racism is an infringement of human rights and suggests that the prevalence of racism could have a negative effect on the way outsiders view Russia.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question number:

Question 3(a)

Question 3(b)

Question 3(c)

Question 3(d)

Одной из главных социальных проблем в Москве является расизм. Расизм это проявление ненависти и предрассудочности к людям из других этнических групп. Это ~~стало~~ ставится главной проблемой после развала Советского Союза, после того много иностранцев и иммигрантов начало переселяться в Москву - ~~было много иммигрантов и иностранцев~~ ~~это было связано с тем, что многие иммигранты переехали в Москву~~.

В 2007 было зарегистрировано 790 жертв расизма со стороны фашистских и более радикальных группировок. ~~Западные власти были встревожены этой проблемой, поэтому в Москву были направлены~~ ООН Джон в 2007 и он зафиксировал три тенденции, которые способствовали понижению ~~числа~~ жертв расизма до 225 к 2010 году: стало появляться больше радикальных ~~расистских~~ расистских групп; стало больше появляться групп против расизма, особенно среди молодежи и ~~было~~ больше преступников были без наказания.

~~Расизм~~ ~~проявляется~~ расизм проявляется не только на улицах Москвы, но и на футбольных стадионах. В 2011, в ~~стадионе~~ ~~футбольном~~ стадионе Роберто Карлоса и немецкого футболиста Кристофера Самбу были брошены бананы ~~на поле~~, что очень рискованно ~~было~~, но они оба активно напоминают властям бороться с этой проблемой на стадионах Москвы и не только.

Эта проблема очень серьезная, потому что расизм это дискриминация

прав человека, что есть основа всех ~~их~~ цивилизованных обществ.
Если анализать не в России, а в Москве, то можно приписать экономический вред всей стране.



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Examiner Comments

This candidate has done some good research and has some factual information to back up their points. The essay is well structured (scoring 8 for Organisation & Development) and has a clear analytical element. The essay scores in the 25-30 box for Reading, Research & Understanding but could have scored towards the top end if the detail had been focused on Moscow as opposed to Russia in general. This is an example of effective marshalling of material to support an argument.



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Examiner Tip

Teachers and candidates should make sure that 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. They should be able to explain, in every case, why they think something is important or interesting, offering their own opinion or analysis of the facts they present.

Question 3 (b)

This question was, as usual, a popular choice amongst the Research-Based Essay questions. Candidates were required to discuss a person from the historical period which they had studied and explain why he or she is important. The most common people discussed were Stalin, Lenin, Peter the Great, as well as some others such as Gorbachev, Nicholas II, Ivan the Terrible, Trotsky and Kutuzov. A number of candidates chose to discuss literary figures or folk heroes from the former Soviet republics. Some essays gave a great deal of factual information about the historical figure and then had a final paragraph where the reason for their importance was given. These were less successful than those essays where the figure's importance was explained throughout with facts to support the assertions being made. Some essays contained much historical inaccuracy and it was clear that some candidates had done little research and had instead chosen to write their essays 'off the cuff' in the examination. Such essays often scored very poorly indeed as this section of the examination requires factual knowledge to back up the points being made.

This candidate gives a great deal of factual information about Gorbachev and goes on to explain his importance due to the affect his reforms had on the Soviet Union and the opinion that they led to its collapse.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question number:

Question 3(a)

Question 3(b)

Question 3(c)

Question 3(d)

Что касается меня, самый важный человек в периоде, который я изучал, был Михаил Горбачёв. Он был лидер СССР в течение распада этого союза, и я считаю что он играл очень важную роль в этом периоде.

Горбачёв родился в 1931-ом году. Он с семьёй страдал много в течение его детелности, однако он поступил в университет в 1950-ых годах. Я думаю что такие события имели большое влияние на его роль как лидер. Когда конечно, были много проблем между Россией и западными странами из-за коммунизм. Он стал лидером генеральной секретаря в 1980-ых годах, и он пытался улучшить отношения с Западом. Он ввёл новые ~~политически~~ политически меры, включая «гласность» (это значит, что дела будут быть более либеральнее), и «перестройка». Это легко сказать, что эти меры имели огромное влияние на СССР. СМИ стал либеральнее, и отношения с Западом начали улучшаться.

Однако, был много ~~людей~~ людей, которые были против Горбачёва. Один из самых сильных людей в КГБ, Крючков, ~~он~~ он думал что СССР закончил бы при Горбачёве. Он с другими, включая Павлов и Яков, начали путь в 1991-ом году. Горбачёв был арестован в его доме и экстремисты встретили в Москве К. С. С. С. Борис Ельцин, которые думал в правде, что меры Горбачёва не происходили достаточно быстро, попытал закончить путь. Горбачёв вернулся и продолжал его работу. Из-за его мер, СССР кончил ~~существование~~ в декабре 1991-ого года.

Я считаю Горбачёва человеком, который его роль и роль на распад СССР. Он создал демократическое Россию, и хотя она он вышел из Бюро ^{справ} после распада, видится сегодня результаты все того, что он достигал.



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Examiner Comments

This is a very good essay which clearly demonstrates research and understanding. Gorbachev's role in the Soviet Union and the world is explained and his reforms are referred to and understood. The essay is well structured with a clear thread of why Gorbachev had a significant influence running through it. It scores at the bottom end of the 25-30 box for Reading, Research & Understanding, and this could have been improved by more explicit references to the importance of the Soviet leader's legacy. The language here is very good (the essay scores 5), and the ability to structure and develop the argument is shown in the clear introduction, paragraphing and conclusion. It scores 8 for Organisation & Development.



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Examiner Tip

Make sure you give your own opinion and analyse facts throughout. If you are unsure about how to do this effectively, use a 'point, evidence, explain' approach: state your point (e.g. 'Gorbachev had a significant role in the fall of the Soviet Union'), state some factual evidence (e.g. 'his policy of 'glasnost' led to greater freedom in the press and meant that people had a better understanding of the wider world') and then explain why you think it could be important (e.g. 'I think he is important because it could be argued that his policies led directly to a desire for political change which then came about quickly').

This candidate has studied the Siege of Leningrad and discusses Tanya Savicheva, the young girl whose diary famously recounts the deaths of each member of her family during the winter of 1941-42. The candidate explains that she is important because her diary helps us to understand the horror and hope amongst the citizens of Leningrad during the siege. The diary's use at the Nuremberg Trials is also given as evidence of Tanya's importance in history.

Таня Савичева была нормальная, небоязливая
девчушка в Ленинграде во время блокады в начале
1941 года. Историки утверждают, что она работала
на заводе - она создала оружие для

солдатом, чтобы замкнуть город.³⁰

Однако, Маня решила написать об условиях в городе в дневнике при блокаде. Она даже писала, когда её родители, бабушка и брат умирали из-за голода и холода. Она писала в начале 1942 года, в январе когда жители получали 125 граммов хлеба в день, и люди ели конские щипы и даже траву.

К сожалению, зимой, жители решили, что чтобы выжить, все вещи были для камина - разрушенное здание при артиллерии, книги и дневники. Хотя Маня писала об этом, только некоторые страницы были, включая её фразы «стала одна Маня»¹²⁹.

Тем не менее, историк Антони Бюффе утверждает, что не будет преувеличением сказать, что Маня и её дневник - они крайне важны, и я согласен с этим. Он пишет, что её дневник и её история были очень полезны после войны т.к. они побуждали торговлю для нацистских офицеров, которые создали блокаду во время Ленинграда.¹⁶⁸

Кроме того, Маня Савицкая и её дневник помогают нам помнить о смерти, и надежде, в

одобрение Ленинграда во время блокады после «Плана
Барбароссы» 7^{го}. Поэтому с моей точки зрения,
Мамя Савичева важна в истории.

200 слов



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Examiner Comments

This is an excellent essay. The language is of high quality (scoring 6) and the essay is well structured and organised (scoring 9 for Organisation & Development). The candidate is able to use a range of factual detail to give us a glimpse of Tanya Savicheva's life and argues effectively for her significance as an historical figure, despite the fact that she was not a political leader. There is evidence of in depth research and the reader's interest is sparked in the girl and her legacy for the citizens of Leningrad. This essay scores 28 for Reading, Research & Understanding, with room for improvement only in the need for slightly more detailed references to sources.



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Examiner Tip

You do not need to include a bibliography to gain the highest marks, but you should reference your sources in the text. The best essays to question 3(b) are likely to quote or paraphrase historians or commentators, not forgetting to say whether they agree with their view or not. You should give the reference for the book or article you are quoting or paraphrasing.

Question 3 (c)

This question required candidates to describe a political problem of modern-Russian speaking society and explain why they think that problem is important. The most popular political problems were once again corruption and alcoholism, the latter being often less successful as essays tended to focus more on the social aspects of the issue rather than the political ones. Many answers did suffer from a lack of facts and relied on the candidate's general knowledge and opinions. Essays on corruption at various levels of government and state, and also those on democracy and the recent elections, too often contained very little factual information or the factual information they did contain seemed unlikely, spurious or, in some cases, clearly wrong.

This candidate discusses Russia's demographic problems and the declining population of the country. A great deal of factual information is given, and some reasons for the declining population are suggested. The candidate concludes that unless something is done soon, there will not be enough people for the workforce and for the army.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question number:

Question 3(a)

Question 3(b)

Question 3(c)

Question 3(d)

28 Одна главная политическая проблема ~~современной~~ современной России – демографический ~~кризис~~ кризис, который становится всё хуже. В 2002 году, население было 145.2 миллионов, но к 2010 году, ~~население~~ населения снизилось до 141.9 миллионов.

58 Частично из-за злоупотребления алкоголя и курения. По данным, 18 литров чистого алкоголя приходится на человека, и 70% российских мужчин и 30% женщин – заядлые курильщики. Поэтому, много людей болеют и умирают.

90 Другая проблема – прерывание ~~и~~ беременности. По статистике, примерно 1.2 миллиона абортов в год, в России. На самом деле, 80% вторичного ~~бедности~~ бесплодия из-за абортов. Тогда, населения уменьшается потому что женщины не могут иметь детей.

В России, есть ^{самая} высокая уровень инфляция – 13.3%, и низкая минимальная зарплата месяц – 6.400 рублей, поэтому люди немного зарабатывают. Люди хотят иметь детей, но они не хватает денег, чтобы ухаживать за ними, и квартиры маленькие и

27

не хватает жилплощади.

По-моему, государство должно улучшать уровень жизни и особенно важно помогать мамам одиночкам. Должно быть больше помощи для льготных и курящих и государству нужно усилить строгую анти-табачную и алкогольную кампанию.

28

Уменьшение населения является проблемой для экономики, потому что нет рабочей силы. Также, России нужны люди для армии, чтобы защищать страну. В заключение, государству необходимо решить проблему, для экономики и страны, но ~~быть~~ важнее всего для людей.

13



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Examiner Comments

This is a good essay. It is well structured and has a range of facts to back up the assertions being made. It scores 8 for Organisation & Development and 5 for Quality of Language. For Reading, Research & Understanding, it scores at the top end of the 19-24 box. It could be improved by slightly more sophisticated treatment of some of the arguments and analysis of the significance of some more of the excellent factual detail. Overall, though, this is one of the better attempts at dealing with the issues of Russian demographics which examiners saw.



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Examiner Tip

Plan your Research Based Essay carefully, including where you will use facts and where you will include your analysis. Decide what you will say in your conclusion.

Question 3 (d)

This question required candidates to choose a book, play or film which they have studied and discuss one character, explaining why this particular character could be considered interesting. This required candidates to present some factual information about the character and how they are depicted, combined with comment and analysis of their motivations, significance or contribution to our understanding of the work as a whole. Simple character studies, in which the character is merely described, did not score well, and lengthy retelling of the plot of the work scored very low marks. This was by far the most popular Research-Based Essay question, reflecting the fact that the majority of centres teaching Russian are continuing to use literature as means of engaging candidates' interest. A wide range of literature was featured once again, and the cultural insight which candidates are gaining from their study of literature or film was very pleasingly obvious in their essays. The most popular prose works studied this year by learner candidates were Pushkin's "Пиковая дама" and "Метель", Варанская's "Неделя как неделя", Chekhov's "Дама с собачкой", Turgenev's "Первая любовь", Bulgakov's "Собачье сердце", and various short stories by Tolstaya. As last year, Chekhov plays continue to be a popular choice, with "Дядя Ваня" at the top of the list, followed by "Вишневый сад". Gogol's "Ревизор" is being studied very successfully by several centres, and there were more poetry answers this year, including some excellent work on Akhmatova and Pushkin's verse works such as "Медный всадник" and "Евгений Онегин". Some candidate's had decided to offer answers on Tolstoy's "Война и мир" or "Анна Каренина" or on Dostoevsky's "Преступление и наказание" and, as always, some of these were more successful than others. The most popular film choices were "Утомлённые солнцем", "Москва слёзам не верит", "Живой", "Ирония судьбы или С лёгким паром" and "Мы из будущего". Overall, examiners were extremely impressed with candidates' ability to discuss the significance of a character and plan a well-structured essay which incorporated an analytical stance and use a variety of lexis and structures. There is excellent practice taking place in a range of centres that are able to train candidates to use short, targeted quotations from their texts to back up the points they are making. The weakest essays were likely to retell the story and only state in the penultimate or final paragraph why the character was interesting. Those essays which made it into the top band for Reading, Research & Understanding were a pleasure to read. These candidates showed that they knew the text very well and their writing was analytical and to the point; no word was superfluous to requirements.

This candidate discusses the role of Mayor in Gogol's "Ревизор". An excellent introductory paragraph, identifying the text and the character, is followed by clear explanations of why the character is interesting (he cares little about the people in the town, is corrupt, greedy and untrustworthy) and we learn how the character reflects Gogol's view of Russia at the time.

В пьесе «Ревизор» ~~написан~~ написанной Николаем Васильевичем Гоголем в 1842-ом году, писатель хотел и собрать в одну кучу, всё дурное в России, какое я тогда знал... и за одним разом постелёса над всем." Я думаю, что Гоголь использовал характер Городничего как зеркало России. Но почему, Городничий так интересен? -

Характер Городничего

~~Почему, Городничий так интересен?~~ Он не заботится о жителях своего города и только пытается сделать жизнь лучше для себя. Когда ~~он~~ Городничий ~~говорит~~ ^{говорит}, что ~~реvisor~~ ~~и~~ ~~нам~~ ~~едет~~ ~~ревизор~~, он ~~говорит~~ ^{говорит}, что это и неприятнейшее известие" и он заботится ^{что} потому своего города очень грязный и жители являются несчастливцами. ~~Городничий~~ После, Городничий встречается с ~~Хлестаковым~~ Хлестаковым (Городничий думает, что Хлестаков является ревизором) и говорит, что церковь сгорела, но на самом деле, церковь была никогда не началась строиться. Мы можем увидеть, что Городничий очень лживый человек.

Персонаж также коррумпированный. Он даёт 400 рублей Хлестакову чтобы сделать жизнь легче. Вместо того чтобы пытаться решить проблемы города. Кроме того, он даже просит Почтмейстер открыть письма, чтобы ~~найти~~ найти важную информацию - это не проблема если письмо частное! ~~И~~ Наконец, мы видим, что Городничий жадный. Он всегда имеет больше еды и даже принимает продукты и ~~наконец, мы видим, что Городничий жадный, и так от жителями а~~ никогда не платит.

~~Прочитав "Ревизор", я увидел, что в России...~~
 Во время заочия, ~~Ревизор~~ были много проблем в России - и особенно
 проблема коррумпированной власти*. По моему мнению
 Горюхины очень
 интересный паттерн, что он отражает власть России. Читая
 Ревизор, мы видим, что проблемы России через Горюхиных и это
 интересно ~~объяснить~~ благодаря тому, что мы ~~уже~~ учимся
 о прошлом и ^{будем} как улучшить будущее.

* Зерцен говорит, что "Ревизор" был - и ужасный повесть современной
 России."



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Examiner Comments

This is an excellent example of an essay which uses short quotations and facts about the text to back up the points being made. The candidate uses phrases such as 'читая "Ревизор", мы видим, что' and 'мы можем увидеть, что' to signpost the analysis clearly. The essay is well structured and the conclusion is clear. It scores towards the top end of the 25-30 box for Reading, Research & Understanding due to the good knowledge of the text and careful use of quotations and facts to support the points being made.



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Examiner Tip

Prepare some short quotes from your book or play - this will enable you to illustrate your points more effectively. Make sure you refer to the question explicitly in your answer.

This candidate discusses Ranyevskaya in Chekhov's "Вишнёвый сад". The character is interesting, according to the candidate, because she is complex and sympathetic, despite representing the declining Russian nobility.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question number:

Question 3(a)

Question 3(b)

Question 3(c)

Question 3(d)

В пьесе Чехова «Вишнёвый сад», Любовь Андреевна Раневская является самым центральным и сложным персонажем. У неё характер далеко не однозначный, так что она совершенно ~~выражает~~ ~~показывает~~ охватывает диапазон чувств, который Чехов был преданником.

Чехов Любовь очень сентиментальна в отношении всех. Например, вернувшись в утробе из Парижа, она ~~кричит~~ ~~без слеза~~, «Видит Бог, я люблю родную!» Позже, она ~~приветствует~~ ~~приветствует~~ бывшего детским в игре же сарказмом. Но к тому же, она относится к другим персонажам пьесы нежно; ~~отлично~~ ~~отлично~~ примером этого является то, как она использует утешительные слова: «разговор, разговор суждений». Единственный раз ~~всё~~ ~~сердится~~; ~~когда~~ ~~когда~~ она спорит с Третьяковым о любви; она ~~в~~ ~~считает~~ себя экспертом по чувствам. ~~Ещё~~ ~~ещё~~ Несмотря на это, она ничего не понимает о финансовых делах. Даже Габс беспокоится о том, как она тратит деньги. Она не понимает, что, за исключением плана Апанаша, ничем решить проблему,

вызванного критиком догадки. Любовь браку и
рассуждает, как Лопухин был
превращен в вынужденный шаг в мирности дождных дам:
«дам, дамки... это было».

До некоторой степени, Любовь стоит перед
зрителем в знак преклонного формитета. Она всю
жизнь жила роскошно, самоотверженно, но её умение ещё
не дошло, ещё не умеет бороться бурю. В
фигуры все, что для мужа для мужа формитета не
было. Тем не менее, несмотря на то, что у неё в душе,
они остаются счастливыми. Знак материнства Чекова, что
зрится на все ^{ей} ~~счастливо~~.



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Examiner Comments

This is an excellent example of character analysis, reflecting the subtlety of the character and using the text to support the points being made. It scores at the top end of the 25-30 box for Reading, Research & Understanding.

This candidate discusses Mikhalkov's film "Утомлённые солнцем" and suggests that the most interesting character is Mitya as he represents Stalin's terror.

'Утомлённые Солнцем' - фильм 1994г, хотя действие происходит летом 1936г. Слегка темнота, ^{это неосознанно} ~~режиссёр~~ в гла режиссёра показывать зрителю жизнь при власти Сталина. Режиссёр 'Никита Михалков' успешно показал темы с помощью характеров, а Чумаков даёт реалистичное изображение жизни в СССР.

Один значительный характер - ~~Митя~~ Митя. Первый эпизод в фильме - ~~это~~ Митя. Он связан с тем персонажем, которому подчёркивается тема самоубийства. В первом эпизоде ясно, что Митя - очень интересный характер.

Для других тем, которые режиссёр использует, ~~Чумаков~~ ^{Митя} ~~Митя~~, Чумаков смог лучше показать тематикой фильма - предательство и месть. Можно ^{привести} ~~забегать~~ к примеру, что 'Утомлённые Солнцем' роман о людях кто страдают при власти Сталина. Создано Кинешини, режиссёр использует Митя и конфликт между Катюшей и Митя, ^{Чумаков} ~~за~~ показать зрителю интересом в фильме. Некоторые люди считают, что конфликт между Катюшей и Митя - это урок, Чумаков показывает маленьким людям, что месть ведёт к потере жизни.

Придя к этому, муня - очень важная часть
фильма когда был разговор о Сталинском Уд
все знаем, что 13 из 15 кандидатов были убиты из-за
Культурной Революции. ~~Но~~ Режиссер использует муню,
чтобы показать, что Сталин был ~~разрушитель~~ разрушитель жизни.
Ясно, ~~то~~ когда в поле и воздушные шар с переплетением
Сталина рождаются в небо, муня как был близким
офицер белой армии и ~~в~~ музыкантом ^{сейчас солган гл} ~~то~~ ~~то~~ Сталина,
~~он~~ был разрушитель на Сталине.

В заключение, я склоняюсь к аргументу, что муня -
самая значительная персона в фильме. Принимая во
внимание, фильм начинается с ~~то~~ муню и ~~он~~ ~~он~~ ^{он} ~~он~~ в
конце эпизод. Можно сказать, что роман о муню
скорее чем, кто-то. Известно, что 700.000 были
убиты в то время «Большого Террора». Муня - пример
Сталина разрушитель жизни без писателя.

word count = 203.



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Examiner Comments

This essay is a good example of the candidate using historical context as well as details from the film to back up the points being made. It is not linguistically flawless, but is coherently argued and scores at the bottom end of the 25-30 box for Reading, Research & Understanding. The candidate is able to use a range of essay phrases to help structure the argument and it therefore scores 7 for Organisation & Development. This is a well prepared candidate who knows the film and its context well.



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Examiner Tip

For the literature 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 access the highest mark bands, although this can always give further insight and might represent an opportunity for stretch and challenge.

Paper Summary

Overall, the vast majority of learner candidates who have studied Russian in schools were successful in demonstrating to the examiners how they are able to use the language effectively. They were, once again, a credit to the many outstanding teachers of Russian across the country and examiners were encouraged by reading their excellent work. The in-depth understanding of aspects of Russian history, culture and society which so many candidates demonstrated shows the examiners, as usual, that teachers are presenting candidates who have developed a real passion for all things Russian. The study of Russian at Advanced Level continues to be alive and well, and the credit for this goes to those who work with candidates every day, and prepare them so effectively.

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