

Examiners' Report
June 2014

GCE Russian 6RU04 01

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June 2014

Publications Code UA039962

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Introduction

The fifth year of this advanced level GCE unit has again provided examiners with a full range of interesting and informative responses. As usual, those centres where Russian is taught have prepared their candidates extremely well for the examination. The examiners are pleased to note that teachers seem to pay careful heed to the examiners' reports from previous years. It is clearly shown in students' work that teachers have excellent knowledge of the specification and the requirements of the examination. There are a range of centres where candidates' command of the grammar and lexis required at this level is truly impressive. As in previous years, the best Research-Based Essays were outstanding in their marshalling of factual information and their analytical approach. The discursive essays which scored the highest marks were persuasive yet balanced, and the creative essays which pleased the examiners most were lively yet focused.

This unit requires candidates to answer three questions in two and a 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 25-30 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. Candidates have clearly been well trained on time management in this examination.

The number of answers to question B and C which were overlong continues to reduce. The majority of overlong answers appear to be from native or near-native speaker candidates who have not been taught or offered advice on the examination by their centres. Examiners would like, once again, to remind centres that the upper word limit for these sections is 200 words. Examiners stop reading at the end of the sentence in which the 200th word lies. This may impact candidates who have not had appropriate guidance and 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 in the section which lay beyond 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 also given as this may prove useful for centres.

Overall, the examining team would sincerely thank once again those teachers of Russian in schools who present such excellent candidates. These teachers work tirelessly to keep the language on school curricula and their candidates are a credit to them. It is genuinely a pleasure to read their work which shows such excellent understanding of Russian history, culture and society. There can be no doubt that Russian remains alive and well at Advanced Level.

Question 1

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, although the range of marks awarded was wide. Very many learner candidates were able to gain 7 or 8 marks, but very few learners succeeded in achieving 9 or 10. Many native speakers once again lost marks through insufficient attention to detail of the English passage, for example omitting 'every year' from the second paragraph. Those with very little ability to manipulate the grammar of the language scored very low marks, perhaps 1 or 2, despite knowing a great deal of the required vocabulary. They often gained points for elements such as 'когда', 'что школа', 'проблема' and 'у меня', these having been designed to allow candidates to gain marks at the lower end because no grammatical manipulation is required. As has been said before, this question is chiefly a test of the grammar in the A2 specification and those who have not mastered this will not perform well.

Candidates faced the most difficulties with the following elements:

- 'is the best time' was often translated incorrectly because candidates assumed the gender of 'время' to be feminine, leading them to write 'самая лучшая время'. 'лучшее' was also often spelt with an 'ое' ending which also lost candidates the point for this element.
- 'in your youth' often caused learner candidates to write something like 'в молодёжи', which was not accepted.
- 'your most serious' often led to alternative translations for the word 'serious', such as 'большой', 'важный' or 'главный'. These were not accepted as being equivalent to 'serious'. The correct use of the superlative 'самый' is well embedded, however.
- the three elements making up the phrase 'whether your friends will like your new trainers' caused the most difficulties for all candidates, both learners and non-learners. 'whether' was often translated as 'если' and this was not accepted; candidates were required to use 'ли' to get the point for this element. Some candidates misunderstood the whole phrase and tried to translate something like 'your friends will be like your new trainers'.
- 'your friends will like' often led to the incorrect use of 'нравиться', the problem for learner candidates often being the lack of dative case, or a slightly incorrect dative plural 'друзьям'. The incorrect use of a singular verb form where plural is required ('trainers') was common. The word order issues which the use of 'ли' creates were not often handled well, and such structures are clearly a point for development for some A Level candidates.
- 'trainers' was known by surprisingly few candidates, with non-learners often translating this as 'штаны'. 'Кроссовки' was very frequently spelt with one 'с'.
- 'school is a stressful place' caused candidates to come up with many variants for the word 'stressful', although the most successful often went for the more natural sounding 'место, где много стресса'.

- with 'so many', candidates often lost marks because they omitted a word for 'so' - both 'очень' and 'так' were accepted here.
- 'мне надо' was a discriminating element and there were several variations which were accepted - candidates would benefit from further practice of constructions with the dative case such as this.
- 'to get very good grades' demonstrated that some candidates struggle with the spelling rules - 'хорошие оценки' was encountered reasonably frequently. Candidates often lost a point because they missed out 'very' in their translations.
- 'next year' often resulted in incorrect spellings of 'в следующем году', particularly from non-learner candidates who tended to write the word 'следующий' phonetically.
- the weakest candidates did not recognise that they needed 'чтобы' to translate 'to get'.
- a number of candidates did not spot that they needed the accusative for 'into a good university' (if they had used 'поступить' or 'попасть', which were the most common translations of 'to get'), often using the prepositional instead, or getting the adjective ending wrong on 'хороший'.

This candidate demonstrates an excellent knowledge of the required vocabulary and grammar at this level, but does show a number of the errors outlined above, as well as some others.

SECTION A: TRANSLATION

Question 1

Translate the following passage **into Russian**.

People often say that school is the best time of your life. When you are older, work and family are more important, but in your youth, your most serious problem can be whether your friends will like your new trainers.

Despite this, for many young people school is a stressful place. Sasha, 17, says, "I worry a lot. I have so many exams soon and I need to get very good grades next year to get into a good university."

Человек часто говорит, что школа — лучшее время в жизни. Когда ты старше, работа и семья важнее, но в юности, твоя самая серьезная проблема — это то, понравятся ли твоим друзьям твои новые кроссовки. Несмотря на это, для многих молодых людей школа — это стрессовое место. Саша, 17 лет, говорит: «Я беспокоюсь очень много. У меня скоро много экзаменов, и мне надо получить очень хорошие оценки, чтобы поступить в хороший университет».

Несмотря на то, что для многих молодых людей школа — это стрессовое место, Саша, 17 лет, говорит: «Я беспокоюсь очень много. У меня скоро много экзаменов, и мне надо получить очень хорошие оценки, чтобы поступить в хороший университет».



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Examiner Comments

This answer scores 7 out of 10. A number of minor errors mount up, and there are a few vocabulary issues. This candidate has an excellent command of Russian but would benefit from checking his / her work thoroughly.



ResultsPlus

Examiner Tip

It can be a good idea to go through the translation and annotate it with the case endings or particularly difficult structures you are going to use. This can help you make the right decisions.

This is an example of an excellent translation. The candidate has a strong grasp of the vocabulary required at this level.

SECTION A: TRANSLATION

Question 1

Translate the following passage into Russian.

People often say that school is the best time of your life. When you are older, work and family are more important, but in your youth, your most serious problem can be whether your friends will like your new trainers.

Despite this, for many young people school is a stressful place. Sasha, 17, says, "I worry a lot. I have so many exams soon and I need to get very good grades next year to get into a good university."

Часто говорят, что школа лучшее время твоей жизни. Когда ты старше, работа и семья важнее, но в юности, твоя самая серьезная проблема может быть понравятся ли твоим друзьям твои новые кроссовки.

Несмотря на это, школа для многих молодых людей место, где много стресса. Саша, 17, говорит: «Я очень волнуюсь. У меня столько экзаменов скоро и мне надо получить очень хорошие оценки в следующем году чтобы попасть в хороший университет.»



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Examiner Comments

This translation scores 10 out of 10. The only error is the incorrect spelling of 'кроссовки'.

This is an excellent translation from a learner candidate which shows that it is possible to score the very highest marks.

SECTION A: TRANSLATION

Question 1

Translate the following passage into Russian.

People often say that school is the best time of your life. When you are older, work and family are more important, but in your youth, your most serious problem can be whether your friends will like your new trainers.

Despite this, for many young people school is a stressful place. Sasha, 17, says, "I worry a lot. I have so many exams soon and I need to get very good grades next year to get into a good university."

Люди часто говорят что школа самая лучшая время в твоей жизни. Когда ты старше, работа и семья важнее, но в молодости, твоя самая серьезная проблема это может быть или твоим друзьям нравятся будут нравятся твои новые кроссовки.

Не смотря на это, для многих молодых людей школа это место с стрессом. Саша, 17, говорит "я очень волнуюсь. У меня так много экзаменов скоро и мне нужно получить очень хорошие оценки в следующем году чтобы попасть в хороший университет."



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Examiner Comments

This translation scores extremely well, but the most difficult structure at the end of the first paragraph has caused some difficulties. Examiners expected this to be the hardest structure and this proved to be the case.



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Examiner Tip

Candidates should examine the required grammar appendix in the specification and ensure they know the most difficult structures. It is likely that the translation will test a range of the grammar in this appendix.

This translation is a demonstration of a candidate who knows virtually all the required vocabulary for the task, apart from perhaps 'say', 'serious', 'trainers', 'worry' and 'soon', but has little ability to manipulate the grammar required at this level.

Многу часто назва назван что школе самая более
 время в музну . Когда мы ^{старая} ~~старая~~ , работа
 и сь семья ^{семья} ~~семья~~ более важны, но в в вам
 молодцы, вам самым черными проблема могут
 которые вам грузей дугу ~~много~~ ^{много}
 вам новый ^{смысли}

Несмотря этого, сра много молодые люди школа
 очень опестелена много стресса. Саша, 17, назван
 "Я не понимаю ~~сразу~~ ^{много} . У меня слишком много
 экзамены недавно и я ^{должен} ~~я~~ ^{также} получить оценку
 хорошей ^{следующего} ~~результата~~ ^{числа} ~~получить~~ в хороше
 университете.



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Examiner Comments

This answer scores 3 out of 10, because the candidate has elements correct which require only a knowledge of vocabulary. Such translations are rare, but a lack of attention to grammatical awareness is an issue for some candidates.



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Examiner Tip

Candidates must ensure that they learn their grammatical endings thoroughly and have plenty of practice in applying these in exam-type settings. A knowledge of vocabulary is not enough to score more than 3 out of 10.

Question 2 (a)

General Comments on Section B: Creative or Discursive Essay

In the creative essays in Section B, the best essays (scoring 13-15 for Understanding and Response) were succinct and succeeded 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. Good answers to question 2c, the newspaper article, were written in an appropriate journalistic style. Almost exclusively, the creative essays were attempted by non-learner candidates who had not received guidance on what might constitute successful creative writing; candidates must pay careful attention to the planning of their work.

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 as shown 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 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 wide or more complex constructions, 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.

Пайка в рот Марие стало густо. Она не заметила что она наместа
прошептала опять гбливать. Глаза она закрыла от ужаса. Опять не звука.
Она открыла глаза, и ноги ~~ей~~ стали у неё в сердце, разливая
кровь на новый ковёр.



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Examiner Comments

This is an excellent piece of suspenseful writing. A careful combination of short and long sentences is used to create the terrifying effect. The essay scores full marks on all categories apart from Understanding and Response, where the score is 14. It is well organised and constructed, and not over ambitious in content. There is a sense that it is (rather horrifically) resolved at the end.



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Examiner Tip

Remember that you must get straight into the action. Creative essays are invariably more successful when this is done.

Question 2 (c)

This question required candidates to write a newspaper article in response to the headline given on the exam paper, in this case the story of a 12-year old boy found behind the wheel of a car. It proved more popular than in previous years, although there were still very few, if any, answers from learner candidates. The requirement to write a newspaper article was realised much more successfully than in the past, with some pieces in a very convincing journalistic register. The stories tended to follow one of two paths: either the boy was driving the car due to some kind of emergency (often an ill parent) or he turned out to be a delinquent who had stolen it. The very best answers picked up the style of a particular type of newspaper, for example a tabloid, and some ended their articles by suggesting to the reading public that they ought to take more care of their children or know more about what they are up to.

This candidate tells the story of a boy driving a car who was stopped by the GAI in Kiev. It turns out he has a Russian passport which says that he is 18, to the surprise of the traffic police. The story brings in an interesting angle about identification documents in Ukraine to the 'boy behind the wheel' story, and is written in an appropriate journalistic style.

Сегодня, на одной из дорог в центре города Киева, сотрудниками ГАИ был задержан 12-ти летний мальчик, незаконно находящийся за рулем автомобиля. "Мы остановили его сразу, как только заметили - было очевидно, что он ему не и восемнадцати," - сообщает пресс ГАИ Дмитрий.

Самое интересное, однако, это тот факт, что на просьбу ГАИ о предъявлении паспорта, мальчик невозмутимо предъявил паспорт гражданина Российской Федерации, в котором было указано, что мальчику восемнадцать лет. На вопрос о том, что же тогда он делает в Украине, парнишка сказал, что приехал увидеть родственников.

ГАИ мальчику не поверили, и отвезли в полицейский участок для дальнейших разбирательств. Как выяснила полиция, паспорт был фальсифицирован. Родителей мальчишки нашли и доставили в участок. Вскоре выяснено, что они будут привлечены к уголовной ответственности.

Разбирательство в причинах фальсификации пришлось недолго. Как сообщает сотрудник полиции Андрей: "Это уже не первый случай такого рода. Многие родители делают невероятные вещи"

детам паспорта РФ, щоб те могли водити машину в ранньому віці. Тут, в Україні, ми не маємо ніякого доступу к базі даних Росії, поэтому знати, настоящий ли паспорт, практически невозможно. Приходится верить подросткам, что им есть 18. Сейчас подделать паспорт стоит не более ^{от} пяти гривен, и это мне очень понравивает."

Получается, однако, криками, что 12-ти летних за рулем будет впервые. Обычно выдаются паспорта у детей шестнадцати, или двадцати лет.



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Examiner Comments

This is an excellent response and scores full marks in all categories. The register is appropriate and the subject matter engaging and interesting.



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Examiner Tip

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

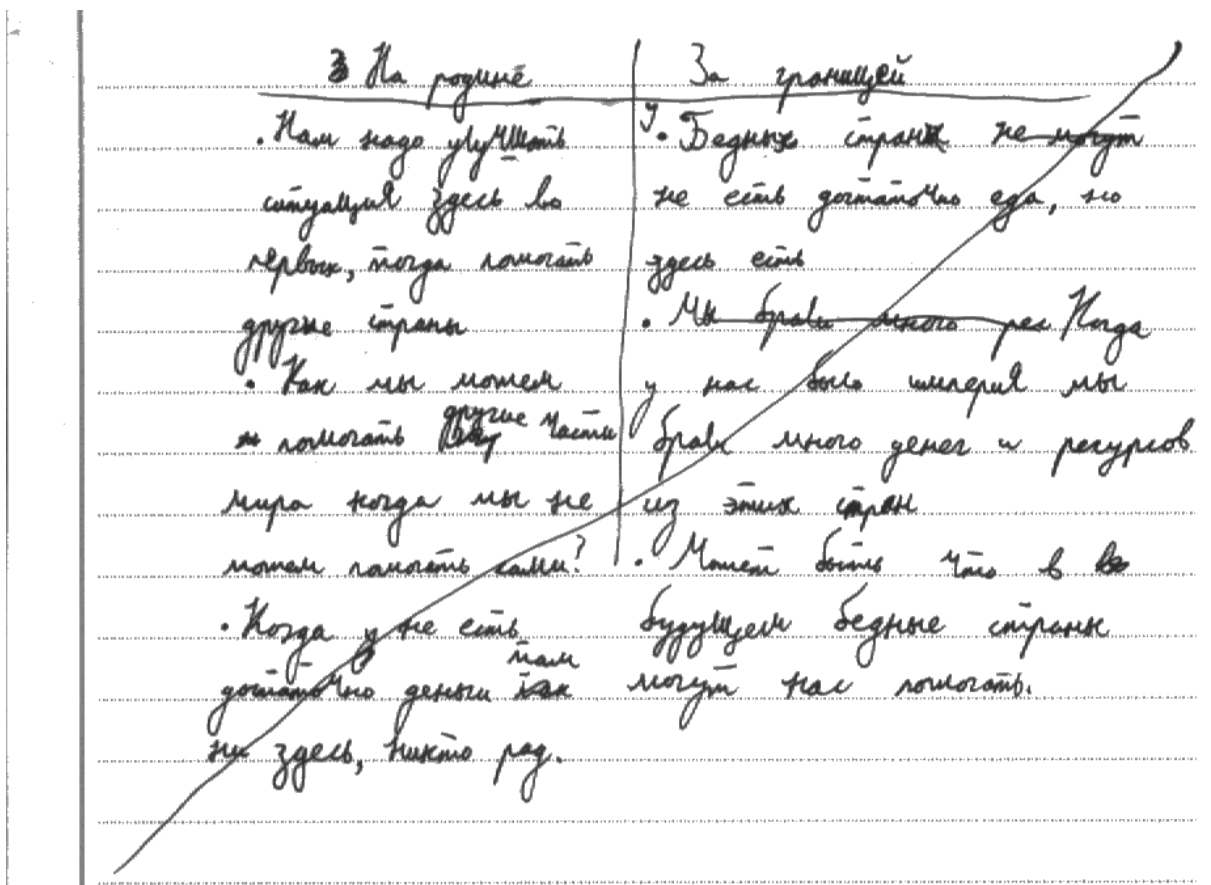
Question 2 (d)

This question, requiring candidates to reflect on whether fast food should be sold in schools, was the most popular of the discursive essay titles. There were some outstanding answers, although there seemed to be a large number where candidates had strong arguments for a ban on fast food in schools, but rather weaker ones for no ban. The strongest answers began by setting out the controversies surrounding the eating habits of young people, and went on to give brief details of the consequences of a poor diet. Less successful answers gave great detail about illnesses such as diabetes and the effects of obesity, which, while demonstrating good understanding, took up too much space and prevented candidates from arguing convincingly from both sides. Indeed, this problem meant that this question had the greatest number of one sided essays of all the discursive questions. Weaker answers also tended to concentrate on general aspects of poor diet rather than linking this to schools and their responsibilities. The very best candidates had clear and convincing arguments for both sides, arguing against a ban because people should have a freedom of choice over their diet, and because of the futility of such a ban when there are fast food outlets near many schools. They went on to point out, though, the importance of setting a good example to young people who may not get good nutritional information at home. The vast majority of essays, good and bad alike, concluded that a ban on fast food in schools is indeed a good thing.

Question 2 (e)

This question was the least popular of the discursive essay titles. Candidates were required to reflect on whether charity money is better spent at home, or abroad. There were many general essays which did not give good examples of charities and the types of work which they might undertake in developed or developing nations, rather tending to settle on the thread of argument that 'charity begins at home', without elaborating fully why this might be of benefit. There were some excellent answers from native or heritage speakers who were able to compare the charity situation in Russia with that in the UK, often reflecting positively on the willingness of British people to donate to charities which support people abroad. The best essays showed an understanding of the subtleties of the economic and social arguments for and against charities, on the one hand, the creation of a dependency culture in developing nations, and on the other the responsibility that developed nations might have to share the wealth which they have accumulated through former colonialism.

This candidate argues convincingly on the one hand that there are many people in this country living in poverty and it is our responsibility to help them first, adding that we do not have enough money to help everyone else and so we should start with those in our own country. On the other hand, we are told that problems in some developing countries are often much more serious than our own citizens face and in the times of empire the UK took resources from these countries and so now has a responsibility to help them. Much like many of the essays for this question, the conclusion is a little indecisive, with the candidate suggesting that we should help people here first and then abroad when there is more money to do so.



Сегодня мы хотим спросить: «Почему старомодные
организации не могут быть лучше, чем
новые и не являются ли они?»

С одной стороны, это может показаться...

Противоположные стороны имеют свои плюсы и минусы.
С одной стороны, это может показаться...
с другой стороны, это может показаться...
и так далее.



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Examiner Comments

This is a very good essay which is well planned. We have included the candidate's plan here to indicate how this has been achieved. The best discursive essay answers virtually always show some evidence of planning. The essay scores 13 for Understanding and Response and Organisation and Development. It is well developed, if a little indecisive in its conclusion. The mark for Range and Application of Language is 8 and for Accuracy is 4.



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Examiner Tip

Make sure you plan your discursive essay thoroughly. A carefully planned argument, which brings in the main issues but does so in a sophisticated and not simplistic way, will lead to a better outcome. This candidate's plan is an example of how this might be done in the examination.

Question 2 (f)

This question, which required candidates to express an opinion on whether foreign languages are the most important school subject, was the second most popular discursive essay choice. There were a range of convincing answers, although there was a tendency in this question to present a first-person argument on the pro side (for example, that foreign languages are extremely useful for them and have allowed them to communicate whilst on holiday) and also a first-person argument on the contra side (such as 'However, I think that maths is a very important subject because we use it every day'). This approach is highly unconvincing in a discursive essay, where the best essays do not use first person constructions at all until the final conclusion. Arguments are presented in abstract, with appropriate distance (for example, 'It is thought by some that maths is the most important subject'). This approach also has the benefit of generally improving the linguistic register of the language used. The most successful essays here often appreciated the unique cultural insight which foreign languages can bring, and their utility both for work and for leisure. Some candidates mentioned the positive esteem in which universities might hold language qualifications and others argued that globalisation means that the ability to communicate with others is an essential skill. On the other hand, arguments tended to fall into two types: some candidates argued that one other subject is more important than a language (usually maths), although they often failed to give convincing reasons for this, whilst others argued that languages are not the most important subject for a range of reasons (usually because everyone speaks English). The latter approach was generally more successful because the arguments presented tended to counterbalance those in the first half of the essay rather better.

This candidate begins by pointing out that the number of students choosing to study foreign languages in the UK is small. Arguments are firstly presented for why there is no need to study them - technology and dictionaries can be used for translation, it is easier for graduates who have studied maths and science to find jobs, and that these subjects help develop analytical skills better. On the other hand, we are told, the labour market is now international and the freedom of movement within the EU creates a need for language skills. The advantages in terms of cultural understanding are also pointed out, and the benefits of this for business. The candidate concludes, within 200 words, that languages are the most important subject.

16
В настоящее время, ^{меньшинство} ~~большинство~~ людей
в Великобритании изучает ~~выбирает~~ изучать
иностранные языки в старших классах в школе
~~и в университете.~~
Некоторые говорят, это не нужно изучать
иностранной язык ^{поскольку} ~~так как~~ можно легко
использовать словари или переводить ← слова

6
на интернет благодаря новой технологией.
Они думают, что по сравнению с прошлым,
в наши дни людям ~~должно~~ ^{как} ~~знать только родную~~
23 ~~родной язык~~ в родном языке.

Есть точка зрения, что языки не очень
полезные в работе трудовую трудовая жизни
также. Часто мнение слышат, что
легче * для выпускников, которые изучали
26 математику и науки, найти работу **

Однако, можно сказать, что в современном
мире особенно важно школьникам изучать
языки. Теперь, благодаря лучшим связям,
например через интернет, бизнес и рынок
труда - международный. ~~Благодаря~~ В Европе
знать европейские языки очень важно так как
* люди могут ~~жизнь~~ жить и работать в любой
^ стране * (в европейском союзе). В результате,
в наше глобальном мире, ^{работодатели} ~~работодатели~~ хотят
37 работники ~~которые~~ которые могут говорить не только
на родном языке.

** Есть аргумент, что школьники,
изучающие в эти предметы лучше
развиваются аналитические умения →
~~которые~~ ^и ~~предметы~~ ~~они~~, что эти молодые люди
будут лучше решать проблемы в будущем.

Более того, важно помнить, что иностранные
 языки открывают двери в новые страны и
 культуры. Школьники, которые изучали языки,
 понимают как ^{друг} культуры ~~отличаются от~~
~~друг~~ разные культуры отличаются от
 собственной ~~то~~ культуры и так они могут
 работать ~~общаются~~ хорошо с иностранцами. Это умение
 очень полезно ~~и~~ для бизнеса. ~~В наше время~~
 Очевидно
~~В заключение,~~ очевидно это иностранные языки
 некоторые из самых важных предметов в школе
 и по-моему ^{все дети} ~~они~~ должны их изучать.

200 words



ResultsPlus

Examiner Comments

This is an excellent essay because the candidate presents arguments which reflect each other and thus we are offered true balance. An example of this is the idea that it is easier for maths graduates to find work on the one hand, but on the other that businesses need cultural understanding in an age of globalisation. The essay is very accurate and scores 5 for Accuracy and 9 for Range and Application of Language. It scores 14 for both Understanding and Response and Organisation and Development.



ResultsPlus

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, то', 'ясно, что', 'прибавляя к этому', etc.

Question 2 (g)

This question on whether rap music has a bad influence on young people was the third most popular of the discursive essay options. The best essays reflected extremely thoughtfully on the positive aspects of rap music, explaining the creativity in the lyrics and the opportunity for self expression which the music gives. They went on to argue, though, that some rap music can influence young people to objectify women or encourage homophobia or drug use. Weaker essays tended to argue the point from a personal point of view, often declaring a stance at the beginning and being very one sided. Many candidates explained their own passion for rap music and mentioned examples of the music they like, and while this is interesting, it does not help to convey a convincing argument in an appropriate register.

This candidate offers a reasonable discursive essay which is argued mainly from personal experience. On the one hand, we are told that rappers often use bad language and lead a bad life, taking drugs, etc. Younger fans can be encouraged to copy this. On the other hand, the candidate (rather more convincingly) suggests that this is a stereotype and that rap music allows young people to express their feelings, as well as helping the development of their brain. Personal examples are given of people who are educated and intelligent and who enjoy rap music.

Рэп-музыка становится всё более и более популярной среди молодых людей. Это значит, что она может сильно влиять на то как они себя ведут.

С одной стороны, я согласна, что рэп плохо влияет на молодых людей. В нём часто используется мат и это стимулирует тех кто его слушает делать это тоже. Кроме того, артисты которые поют эту музыку чаще всего ведут плохой образ жизни. Они используют наркотики, пьют много алкоголя и часто занимаются сексом. Молодые люди считают, что они должны копировать это поведение чтобы выглядеть "крутыми".

С другой стороны, мне кажется от личного опыта, мне кажется, что это просто стереотип. Рэп-музыка хорошая для молодых людей, потому что это свободная экспрессия чувств. Она учит их, что выпускать свои эмоции можно, и показывает как это делать. Я думаю это очень важно для развития мозга и сильно помогает многим молодым людям.

У меня есть много друзей которые слушают рэп-музыку и они все очень умные, воспитанные люди. Множество из них пишут великолепные стихи, так как рэп из-за того, что рэп развил их мозг. Рэп стал большой частью нашей культуры и мне кажется нам надо это принять, ведь лучшие молодые люди слушали это, тем не менее - а есть те, которым больше ничего не нравится!

В заключение, я не согласна что рэп-музыка плохо влияет на молодых людей.

198 words.



ResultsPlus Examiner Comments

This essay is an example of one which is linguistically strong but where the arguments and structure / development need attention. The candidate loses no marks for language, but scores only 12 for Organisation and Development and Understanding and Response. The ideas presented are expressed too personally and are too simplistic. The candidate does make relevant and properly explained points for both sides, which is why the mark is 12 for Understanding and Response, but the second half is clearly a personal response.



ResultsPlus Examiner Tip

Essays should be balanced. The best essays have introductions which do not state the side of the argument which you will come down on. Keep the introduction general; state the question and suggest that there are different opinions about it. Introductions should not be long; you should keep the space for examples when discussing the main points of the essay. You should also make sure that your essay is not a 'personal response' - try to avoid using first person constructions until the conclusion where you state the side of the argument you are supporting.

Question 3 (a)

General Comments on 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 once again 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 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. A far smaller number of candidates wrote answers to 3(a), 3(b) or 3(d) which, while often 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.' The new rubric on the question paper explaining that essays must relate directly to a Russian-speaking country has helped considerably to alleviate this problem, but it is still surprising to read essays on tourism in Cornwall or 'Pride and Prejudice'. 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 again 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 or the plot of the book or film they had read; 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 required candidates to demonstrate their research about and understanding of a Russian-speaking geographical region or city, and specifically what there is for tourists and whether tourism is important for the region. Most candidates were able to offer a lengthy list of tourist attractions, although some were able to give very few details (if any) about the numbers of visitors or the advantages which the area might offer over others. Some pieces read rather like an advertisement or a brochure, detailing about a region or town rather than presenting a serious piece which follows in-depth research. It was rare for answers to this question to score highly because the focus was too often on the attractions themselves as opposed to tourism and its advantages and disadvantages. The analysis of the importance of tourism to the area was virtually always tacked on the end and not integrated throughout. Centres and candidates are reminded that, although the questions are expressed in two parts, the best essays will integrate these two parts together. The most common cities studied were Moscow, St Petersburg, Sochi, Kiev, Minsk and other capital cities of countries of the former Soviet Union, with Almaty and Astana topping this list.

This candidate discusses the Latvian cities of Riga and Jurmala. Factual information is given about the attractions of each place, and tourism is mentioned briefly at the beginning.

Latvian - В Латвии ~~есть~~ есть 2 главных города.
Это Рига столица Латвии и Юрмала. ~~В Риге~~
посещают огромное количество туристов каждый
год. В Юрмале огромное количество достопримечательностей.
Самая большая достопримечательность Латвии
это Библиотечка «Золотой Свет» находящаяся
у реки Даугава. Также очень популярны парк у
красного кирпича по названию «Дом
Гургозовых». В ~~этом~~ доме сейчас это здание является
президентской резиденцией. В центре старой Риги находится
еще одна очень известная достопримечательность, по
названию ~~Юрмала~~ «Юрмала» это статуя 3 жемчужины
балтийского моря с три звезды.

66

Куршала это второй самый известный город Латвии. Этот город находится в ~~20~~ 20 километрах от Риги. Этот город находится у моря. Этот город привлекает туристов только летом. Каждый год в нём устраивается мероприятие «Новая Волна». Мероприятие длится в ~~течение~~ течение недели и все концерты происходят в ~~концертном~~ концертном зале «Дзинтари».



ResultsPlus

Examiner Comments

This essay is typical of that presented in answer to this question by non-learner candidates. The essay scores 6 for Quality of Language and 6 for Organisation and Development. The mark for Reading, Research and Understanding is 12 out of 30. There is virtually no analysis of the impact of tourism on these cities and there is very little evidence of research beyond what the candidate might know if he / she had heard of these two cities or been to / lived in Latvia.



ResultsPlus

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)

Fewer candidates offered answers to this question than has been the case in previous years. Candidates were required to discuss an event from the period of history which they have studied and explain why they consider the event to be interesting. Once again, the most popular periods studied were the Great Patriotic War (the event was often the Siege of Leningrad, the Battle of Stalingrad or Victory Day), the 1980s and the Russian Revolution (the February revolution was often discussed as the event). Many candidates did not make good use of the question itself and missed the discussion of why they found the event interesting or tacked this on at the end, after lengthy description of the event itself. Many candidates did have a good understanding of the historical detail, but there were few answers in the top bracket for Reading, Research and Understanding because analysis and fact were not successfully integrated. As always, the most successful essays analysed with the back-up of facts rather than presenting facts and then analysing them.

This candidate has focused research on the late 1980s and discusses the founding of the Soviet Cultural Fund in 1986. The essay brings some interesting and unusual ideas forward and presents factual information to back up analytical assertions.

Я изучала период 'перестройки' которая длилась с 1985-ого года по 1991-ый год. Однако, самое интересное событие, по моему мнению, это было создание 'Советского Культурного Фонда' в 1986-ом году. Разве так как ~~Винстон~~ я считаю он осознал современную Россию.
Разве Горбачёва (жена Михаила, кто был Генеральным секретарём ЦК КПСС

в то время) и создала Фонд.

Культурный Фонд оказывал поддержку в публикации поэтов ⁶⁸ среднего года, ~~и~~ Букин (Букин) которые были запрещены во время строгой цензуры в СССР. А так же Фонд поддерживал открытие музеев и возвращение авторов которые были изгнаны из СССР при сталинских ^{от} ~~времях~~ ^{правления} как Сергей Довлатов.⁷⁴

Я верю, что создание Фонда было ключевым событием, без него мы в всеводный день не были бы ¹² ознакомлены с ^{областной} ~~интересной~~ и восхитительной Русской культурой.

Однако, добавив к этому Русское кино появилось ~~из-за~~ из-за Фонда. Одно из самых впечатлительных кино для советского общества было 'Тюкачи' ¹³ из-за замкнутой фразы: 'К чему дорога, если ~~на~~ она не приведёт к Храмину?'. Многие как и я, воспринимали эту фразу как надежду ~~на~~ общества ^{нахождения} к ~~найти~~ ^{найти} путь к более гуманному советскому обществу.¹⁰ К тому же в ~~т~~ конце 80-х годов было 13.7 миллио-

нов граждан посмотрели, ^{это} кино, это
 по моему мнению, показывает их ¹⁷⁸
 гордость ^{страстную любовь} и интерес ^к ^{Российской} ^{русской} культуре.
 Из-за Исходия из вышесказанного,
~~аналогично~~ в заключение я считаю
 что культурной Род двин самыми
 интересными событиями, так как ²⁰ ^{Великая} ~~русская~~
 культура ~~и образовательная~~ ~~новата~~
~~просветит~~ ^{перешла} в новую, револю-
 ционную ^{культурную} ~~эпоху~~. ⁽¹⁰⁹⁾

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- www.gorby.ru
- www.history4you.ru
- 'Заказные' - фильм



ResultsPlus

Examiner Comments

This is a very good essay and shows how the candidate has conducted relevant research. Too often, candidates' sole source of knowledge is their relatives' tales of the past. In this case, there is clear evidence of research. The essay scores 6 for Quality of Language, 9 for Organisation and Development and 28 for Reading, Research and Understanding.



ResultsPlus

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. 'The October Revolution deprived many people of their personal freedom'), state some factual evidence (e.g. 'A significant number of people were imprisoned by the Bolsheviks for their political or religious beliefs') and then explain why you think it could be interesting (e.g. 'I think this is interesting because it could have led to fear of the regime and this perhaps reinforced its power, something which is relevant in many regimes in the world today').

This candidate discusses the 'Great Retreat' of 1915.

~~Уведомил~~
 и ~~уведомил~~ Пункт ба брелл реллн мурбои
 боина, и л муато, ^{кис} белное оинялене
 1915-но роза ^{уно} ~~камо~~ ^{уно} ~~уно~~ ^{уно} ~~уно~~ ^{уно} ~~уно~~ ^{уно} ~~уно~~ ^{уно} ~~уно~~
 уз за ~~уно~~ ~~уно~~ уз за ~~уно~~ ~~уно~~.

§ Белное оинялене ~~дл~~ ~~дл~~ ~~дл~~ ~~дл~~ ~~дл~~ ~~дл~~ ~~дл~~ ~~дл~~ ~~дл~~ ~~дл~~
 с 17-но ~~дл~~ ~~дл~~ ~~дл~~ ~~дл~~ ~~дл~~ ~~дл~~ ~~дл~~ ~~дл~~ ~~дл~~ ~~дл~~
 роза, роза ~~дл~~ ~~дл~~ ~~дл~~ ~~дл~~ ~~дл~~ ~~дл~~ ~~дл~~ ~~дл~~ ~~дл~~ ~~дл~~
 арину ~~дл~~ ~~дл~~ ~~дл~~ ~~дл~~ ~~дл~~ ~~дл~~ ~~дл~~ ~~дл~~ ~~дл~~ ~~дл~~

^{уно} ~~уно~~ ~~уно~~ ~~уно~~ ~~уно~~ ~~уно~~ ~~уно~~ ~~уно~~ ~~уно~~ ~~уно~~
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 с 23-но ~~уно~~ ~~уно~~ ~~уно~~ ~~уно~~ ~~уно~~ ~~уно~~ ~~уно~~ ~~уно~~ ~~уно~~ ~~уно~~
 1914-но роза. ~~уно~~ ~~уно~~ ~~уно~~ ~~уно~~ ~~уно~~ ~~уно~~ ~~уно~~ ~~уно~~ ~~уно~~ ~~уно~~

Уно ~~уно~~ ~~уно~~ ~~уно~~ ~~уно~~ ~~уно~~ ~~уно~~ ~~уно~~ ~~уно~~ ~~уно~~ ~~уно~~
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Уно ~~уно~~ ~~уно~~ ~~уно~~ ~~уно~~ ~~уно~~ ~~уно~~ ~~уно~~ ~~уно~~ ~~уно~~ ~~уно~~
~~уно~~ ~~уно~~ ~~уно~~ ~~уно~~ ~~уно~~ ~~уно~~ ~~уно~~ ~~уно~~ ~~уно~~ ~~уно~~
 1915-но роза ~~уно~~ ~~уно~~ ~~уно~~ ~~уно~~ ~~уно~~ ~~уно~~ ~~уно~~ ~~уно~~ ~~уно~~ ~~уно~~
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Уже 2 берт 2 берт чю бодо ваако номы, чю
событие укренет бие на занедном фронт, русскел
армел рчюна бодо распыллена, Чаре чюд
командытоллую армел и ко номы Чарина и
Тресорин Парыжин командировак Парето кога бозу
и их ненабучел и не нос за жале как
работане с правителство. Это содале содале
уже работуюн в чюдлече, комоке ронорал

Романа и чюд Романс и в бременное правителство
в 1917-ом году.

Уз * бунееказанно номо еделане бодог, чю
белное аиччелене бодо бже кочел Руской
Умерин, как спарителл и бугобан бозу
чю ратанал, как спарителл армел бозубал чю бозу
чюдане чюдн бонне кочулассе и работелство
работелство аччелене укренело.

* Это чюдло номы, чю Парел не рела гелане
жане и бочерина едгане, как в Трелчане бодо
в год 10 раз бочене в жале тележуре гопосу как
в Парину на класпане ил класпане нудо.



ResultsPlus

Examiner Comments

This is a good essay which reaches the top of the second mark band; with a score for Reading, Research and Understanding of 24. There is a little too much description for the top mark band, however there is excellent analysis of the importance of the event. The score for Organisation and Development is 8 and for Quality of Language is 6.

Question 3 (c)

This question required candidates to describe a significant change in modern-Russian speaking society and explain why this change is important. The most common 'changes' for discussion were recent laws on smoking in public places in Russia, the situation in Ukraine and / or Crimea, intolerance versus the growing number of immigrants, quality between men and women, the rise in homophobia, the new leisure culture and, very often, the collapse of the Soviet Union. Despite the requirement for areas for study for this topic to be post-1991, the collapse of the Soviet Union was allowed. There were very many personal tirades in answer to this question, often expressing one-sided or unbalanced views backed up by little evidence. The part of the question requiring candidates to explain the importance of the change was not always well explored.

This candidate discusses the rise in children in children's homes in Russia. Various aspects of the issue are explained and the conclusion is suggested that although children's homes are not ideal, there would be more children in poverty without them.

Значительное изменение в русском обществе в
последние годы - создание и использование ~~детских~~ домов ребенка
сейчас
В настоящее время ~~существует~~, больше чем 100,000 детей живут
там.
~~в детских домах, которые были созданы в 19~~
детских домах, которые были созданы в 19

Это становится проблемой в России по многим причинам
матери отказываются от своих детей из-за деградации
или отсутствия поддержки, или ~~просто потому что~~ ^{по многим - лично-}
лично-форменные ~~отказа~~ отказывает матери ~~в~~ ^{Советской России}
В прошлом, во времена ~~Советской России~~, это не
существовало - если мать была беременной, она получала ей
по многим причинам ~~отказа~~ ~~отказа~~ и в будущем
дома ~~зубчатого~~ ~~зубчатого~~ и ~~дома~~ ~~детского~~ ~~детского~~ ~~детского~~ ~~детского~~, но
сейчас в современной России, это не существует. Теперь
есть больше бедности - значит эти дети не по карману
многим семьям и так появились дома ребенка и
'Бедный Бокс' - схема где можно помещать ребенка в
боксы и государство принимает его - увеличивается
как решение проблемы. 99

Это значительное изменение поскольку дома ребенка могут
перестать брать на себя жизнь детей проживающих в
дома. Хотя правительство тратит 2,000,000 рублей на каждого
сироту, недостаточна персонала и других услуг которая
индивидуально внимание каждому. Когда дети покидают
самостоятельную жизнь, у них мало социальных навыков
и они часто сталкиваются с проблемами. Разные
источники сообщают, что 40% из них становятся
бездомными/безработными, 40% становятся
наркоманами/алкоголиками, и 10% кончают жизнь
самоубийством. 67

Тема последствий домов могут быть проблемы, изменение
или кажется полезным. Без домов ребенка, намного
больше детей и семьи ~~стали бы~~ ^{жили} в бедности и
ухудших условиях. 23
210



ResultsPlus Examiner Comments

This is a good Research-Based Essay. It is clearly grounded in factual detail, with analysis and opinion incorporated in the answer. Some ideas are put forward and there is an attempt to use facts to back them up. It scores 29 for Reading, Research and Understanding, 9 for Organisation and Development and 5 for Quality of Language.



ResultsPlus Examiner Tip

Plan your Research-Based Essay carefully and ensure that you have facts to back up each of your opinions. Make sure you analyse information and explain what it tells you about the issue being discussed.

Question 3 (d)

This question required candidates to choose a book, play or film which they have studied and discuss several themes from it, explaining whether they consider the themes to be important for people in the modern world. This required candidates to present some factual information about the themes and an analysis of their significance for the modern reader. Candidates were required to discuss more than one theme to access the highest mark bands, although in the most successful essays the themes discussed were often aspects of one wider theme and this enabled the candidate to produce an integrated piece. Lengthy retelling of the plot of the book, play or film did not score well, although this was quite common amongst native speaker candidates.

This was by far the most popular Research-Based Essay question, reflecting the fact that the majority of centres teaching Russian are continuing to open candidates' eyes to Russian culture through the study of literature. A wide range of literary works were featured, and the insight which these allow into Russian culture was pleasing. The most popular prose works studied by learner candidates in schools this year were Pushkin's 'Пиковая дама', Bulgakov's 'Собачье сердце', Varanskaya's 'Неделя как неделя', Chekhov's 'Дама с собачкой'. Turgenev's 'Первая любовь' has all but disappeared from school curricula and there were also very few answers on the short stories by Tolstaya which have been popular in the past. 'Пиковая дама' still remains the most popular work overall when native speakers are included, and is still studied in many schools. As last year, Gogol's 'Ревизор' and Chekhov's 'Дядя Ваня' and 'Вишнёвый сад' are the most popular plays being studied by some distance. There were fewer essays on poetry than in previous years, but some native speakers again offered essays on themes from some of the great novels of Dostoevsky and Tolstoy, although producing a 200-word essay on the themes of 'Война и мир' and their importance to readers in the modern world is some feat; these essays all too often contained little plot detail and treated the themes much too simplistically. The most popular film choice for study in schools continues to be 'Утомлённые солнцем', although this has also decreased in popularity. Amongst other films studied successfully in schools, examiners this year most commonly saw 'Живой', with Soviet classics 'Ирония судьбы или С лёгким паром' and 'Москва слёзам не верит' continuing to be popular amongst native speakers. Overall, the examiners were very pleased with the ability of candidates to choose two key themes and relate them to the modern world using short, targeted quotations. The weakest candidates sometimes did not seem to understand what a 'theme' in a work might be – of they gave one very broad theme, often 'love', and then a rather obvious explanation of how it might be relevant nowadays. Some essays dwelt too much on the theme and therefore offered little actual information about the book read or film watched.

The most successful essays had clearly recognisable themes identified in the first paragraph and did not tack the relevance to the modern world discussion on at the end. Less successful essays kept the examiner guessing until the final paragraph what the actual themes were. Those essays which made it into the top band for Reading, Research and 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 some perceived themes of Chekhov's 'Вишнёвый сад' (conflict between former peasants and the aristocracy, the future of Russia) successfully. They are analysed with reference to the modern world and short quotations are used to good effect.

В пьесе «Виниловый сад», Чехов пишет о различных темах, например конфликт между дворянством и буржуазией, будущее поколение России, и разные идеи которого времени. Эти темы все важные темы, потому, что они не только русские идеи, а человеческие.

Один из самых важных тем в пьесе — конфликт между старыми дворянами и новыми буржуазными людьми. Например, когда он получает Муду Виниловый сад, символизировать раскол дворянства, потому, что Мудов и Гасв вынуждены жить далеко друг от друга, и далеко от сада, ~~который~~ ~~они~~ ~~имели~~ ~~которое~~ ~~то~~ ~~семья~~ ~~владела~~ много лет. Эта тема меньше чем другие темы в современном мире, но всё же важна, потому, что всегда есть конфликт классов в мире, особенно при капитализме.

Тема в пьесе Будущее России — важна. В пьесе, Морфитов часто говорит об этом, говоря «Вся Россия

нам сад», и, когда Мудов и семья уезжает от дома, он Ане говорит «Мы посадим новый сад». Эти слова нам показывают, что молодые персонажи в пьесе полны-ельно ориентированы к будущему. Старые персонажи, как Мудов и Гасв, не так заботятся, потому, что они скептически и ~~уже~~ ~~устали~~. Эти темы, Будущее России, и отношения молодых и старших персонажей, очень важные в наши время, потому, что россияне всегда сориентированы

о Сурдубеев и его сыновьях, и многие люди читают
надеются ^{на} успех.

В конечном счёте, темы в эссе-важные темы,
из-за того, что Чехов ~~говорит~~ писал о интуитивных
идеях, и потому, эти темы являются не так в современном
мире.



ResultsPlus

Examiner Comments

This is a good essay in which the candidate has succeeded in marshalling the material available into a response to the question set. The analysis is well integrated, although the reader is not always convinced of the argument as to why the themes are relevant or not. The linguistic standard is very high. The essay scores 6 for Quality of Language, 8 for Organisation and Development and 27 for Reading, Research and Understanding.



ResultsPlus

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 some key themes in the film 'Живой' - the effect of the Chechen War on veterans and the presentation of the Russian government. Short quotes and descriptions are used to illustrate the points made, and the candidate concludes with a discussion of the importance of the themes for the modern world.

"Живой" - фильм Александра Редюкина, о жизни Кира, солдата, который не может привыкнуть к мирной жизни, возвратившись с Чеченской войны. Друзья Кира, Игорь и Никит, погибли, спасая его. По-моему, фильм рассказывает о Чеченских ветеранах, ^о описании ~~русского~~ российского правительства - в основном через фильм.

Кир страдает от физической и психологической травмы. Зритель понимает, что потеряв ногу, Киру ~~можно считать инвалидом~~ ^{можно считать инвалидом} ~~можно считать инвалидом~~ ^{можно считать инвалидом} ходить из-за ужасного качества протеза, полученного от правительства. Кир также страдает психологической травмой, он чувствует себя виноватым, что его друзья погибли за него, ^{он даже говорит} ~~он говорит~~ ^{он говорит} ~~он говорит~~ ^{он говорит} Игоря и Никиту: "А я вас не просил спасать меня, простите, что живой остался". По-моему, они представляют чувства Кира. Также, Кир дистанцируется от близких, как от вдов и ветеранов, когда он ~~он~~ игнорирует их. ~~он~~ Он даже игнорирует себя, например

мать его спрашивает: "а что тебе чужая?". Это показывает разнородное влияние войны. Также, ~~он~~ Кир смеётся в первый раз в фильме, когда он пьёт один с призраками - по-моему, режиссёр подчёркивает одиночество Чеченских ветеранов.

Режиссёр показывает российское правительство негативными образами, используя ^{Майора} Майора Байко,

~~Этот~~ Эгоистичного и коррумпированного чиновника. Он подмывает Кирю, и делает деньги на мёртвых солдатах, поэтому Киря обвиняет его в бесердечии и коррупции: "На нём всё тоже десять штук наварил?". Также, он не бесстрашен а друзей Киря Игорь и Кикир, ~~и~~ он говорит "Посмотришь у меня их стабы?". Для него, они просто документ. Также, Байко предлагает Кирю реабилитацию бесплатно, он говорит: "Может тебе реабилитация нужна, стоит двести долларов, договоримся". Зритель это шокирует, поскольку литератор не должен платить за реабилитацию - это безнравственно.

~~и~~ мне кажется, что эти ^{банкет} ~~такие~~ очень ~~важные~~ в ~~нашем~~ современном обществе, так как режиссёр ~~Валерий~~ ^{масштабную проблему} Валерий показывает ~~коррупцию~~ ^и ~~напоминает~~ ^{страдания} российскому обществу, которое

^{в чине} Байко, прикинула для русских солдат.

206 words

excluding quotes and names



ResultsPlus Examiner Comments

This is a very good essay. It is well organised and the themes are developed well (it scores 9 for Organisation and Development). The language is very good. The candidate knows the film extremely well and is able to draw out key themes which might have a relevance to the viewer. The essay scores 27 for Reading, Research and Understanding.



ResultsPlus Examiner Tip

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

Paper Summary

Based on their performance on this paper, candidates are offered the following advice:

- Divide your time carefully in the examination and do not spend too long on any one part;
- Ensure that you prepare thoroughly for the translation task by studying the prescribed grammar list in the specification;
- Learn grammatical endings for verbs and nouns thoroughly, paying particular attention to the use of cases after prepositions;
- Seek to incorporate a range of more complex grammatical structures into your written work, such as conditionals, subjunctives, compound conjunctions, gerunds and participles.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

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