



Pearson

Mark Scheme (Results)

Pearson Edexcel Advanced Level

in Russian (9RU0)

Paper 3: Speaking

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Pearson Edexcel Level 3 Advanced GCE in Russian

Paper 3: Speaking mark scheme

This marking guidance is for the use of Pearson-appointed external examiners. The guidance has been included for teacher reference to aid understanding of how the assessment criteria will be applied.

For this paper, there are a number of levels-based mark schemes to be applied to each task.

General guidance for examiners on using levels-based mark schemes

Step 1 Decide on a band

- First of all, you should consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a band you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest or indeed has performed temporarily better. If the answer covers different aspects of different bands of the mark scheme, you should use a 'best fit' approach for defining the level. You should then use the variability of the response to help decide the mark within the band, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band. You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.
- You will modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

Guidance on timing of the speaking assessment

It is the teacher-examiner's (TE) responsibility to cover all parts of each task and ask appropriate questions to ensure that the candidate is able to access the maximum amount of marks available. The speaking assessment should last between 16 to 18 minutes in total and the TE must ensure that timings are followed. The timing of the assessment begins with the candidate's first utterance in relation to Task 1. Once the maximum stipulated assessment time has passed, the TE must bring the assessment to a natural end, allowing the candidate to complete a final sentence.

Examiners must **stop** marking at the end of the sentence once the maximum assessment time has passed, even if the recorded conversation has gone beyond the maximum time.

Task 1 (discussion on a theme)

Three mark grids are applied to Task 1:

- knowledge and understanding of society and culture (AO4)
- accuracy and range of language (AO3)
- interaction (AO1).

The knowledge and understanding of society and culture mark grid assesses students' ability to communicate information about, and demonstrate appreciation of, different aspects of **Russian-speaking** culture and society.

Students are also assessed on their ability to respond critically and analytically to different aspects of Russian-speaking culture and society by selecting relevant material, presenting and justifying points of view, developing arguments, drawing conclusions based on understanding and evaluating issues, themes and cultural and social contexts.

When deciding how to reward an answer, examiners should consult both this mark grid as well as the **AL speaking Task 1: indicative content** at the end of the mark scheme, which is associated with each question. Indicative content contains points that students might use to construct their answer. It is possible for an answer to be constructed without mentioning some or all of these points, as long as students provide alternative responses that fulfil the requirements of the question.

Knowledge and understanding of Russian-speaking society and culture (A04)

Marks	Description
0	No rewardable material.
1–3	<ul style="list-style-type: none">Occasionally relevant, straightforward ideas, mostly generalised, occasionally supported by information/examples/references; frequent loss of focus on the Russian-speaking cultural and social context.Occasional evidence of analysis of the Russian-speaking cultural and social context; points of view are given with limited justification, arguments may be made but not developed, occasionally leading to straightforward conclusions that may be contradictory; mainly relies on description rather than analysis.
4–6	<ul style="list-style-type: none">Relevant, straightforward ideas sometimes supported by information/examples/references; some loss of focus on the Russian-speaking cultural and social context.Some analysis of the Russian-speaking cultural and social context is evident, with straightforward arguments and points of view, which are sometimes developed and justified, sometimes drawing straightforward conclusions; relies on description rather than analysis in places.
7–9	<ul style="list-style-type: none">Relevant, occasionally perceptive ideas frequently supported by pertinent information/examples/references; focus predominantly maintained on the Russian-speaking cultural and social context.Analysis of Russian-speaking cultural and social context demonstrated by frequently developed and justified arguments and viewpoints, often drawing convincing conclusions.
10–12	<ul style="list-style-type: none">Relevant, perceptive ideas consistently supported by pertinent information/examples/references; consistently focused on the Russian-speaking cultural and social context.Analysis of Russian-speaking cultural and social context demonstrated by consistently developed and justified arguments and viewpoints, drawing convincing conclusions.

Additional guidance

Perceptive: demonstrates an in-depth understanding by making connections between ideas and information; goes beyond the standard, predictable response; shows insight/originality.

Ideas include thoughts, feelings, impressions, opinions.

Straightforward ideas, arguments, conclusions, are deemed to be those that give the standard, predictable responses.

Task 1 (discussion on a theme (contd.))

Accuracy and range of language mark grid

This mark grid assesses students' ability to use a range of grammatical structures and vocabulary in order to produce articulate communication with a range of expression. It also assesses students' ability to apply grammar and syntax accurately and accuracy of pronunciation.

Accuracy and range of language (A03)

Marks	Description
0	No rewardable language.
1-3	<ul style="list-style-type: none">Limited variation in the use of grammatical structures and vocabulary, limited or repetitive use of complex and idiomatic language, occasional variation of expression; communication is sometimes restricted/stilted.Limited sequences of accurate language; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed.Pronunciation and intonation are inconsistent, leading to occasional impairment in communication.
4-6	<ul style="list-style-type: none">Some variation in the use of grammatical structures and vocabulary, with use of some repetitive complex and idiomatic language, resulting in some variation of expression; some sequences of articulate communication.Accurate sequences of language, resulting in some coherent speech; sometimes errors occur that hinder clarity of communication.Pronunciation and intonation are intelligible though sometimes inaccurate.
7-9	<ul style="list-style-type: none">Frequent variation in use of grammatical structures and vocabulary, including examples of complex and idiomatic language, resulting in frequent variation of expression and frequent sequences of articulate communication.Accurate language throughout most of the conversation, resulting in generally coherent speech; errors occur but rarely hinder clarity of communication.Pronunciation and intonation are intelligible and mostly accurate.
10-12	<ul style="list-style-type: none">Consistent variation in use of grammatical structures and vocabulary, including different types of complex structures and idiomatic language, expressing ideas in a variety of ways, resulting in articulate communication.Accurate language throughout, resulting in coherent speech that is immediately understandable; any errors do not hinder clarity of communication.Pronunciation and intonation are accurate, intelligible and authentic-sounding.

Additional guidance

Complex language is considered to include the following:

- using extended sentences to express abstract ideas/convey justified arguments that require a range of lexis and structures; for example, conjunctions and pronouns
- use of all cases, including nouns, adjectives and pronouns (singular and plural, regular and common irregular)
- use of comparative and superlative adjectives and adverbs (including common irregulars)
- use of common short form adjectives
- use of cardinal and ordinal numerals, including in oblique cases
- use of verbal aspects
- appropriate sequence of tenses in reported speech/indirect statements/indirect questions
- passive voice, including present active and past passive participles
- gerunds
- conditional mood, verbs of wanting, commanding with *чтобы*, further uses of *бы* and *чтобы*
- compound conjunctions
- use of relative pronouns
- use of synonyms and a variety of expressions to say things in different ways
- any other grammar and structures included in the grammar list that are specific to A Level.

Variation in use of grammatical structures and vocabulary: the traits in the mark grid differentiate between the variation of grammatical structures and vocabulary used by students. Examiners should judge in which mark band to place students and which mark to award, based on the effect that the variety of grammatical structures and vocabulary has on the quality of the communication; the wider the variety, the more articulate the communication will become (see definition of *articulate* below).

Examples of a variety of grammatical structures and vocabulary are: a selection of different verbs, tenses, adjectives, vocabulary and complex language (see above for definition of *complex language*) for a variety of purposes, such as to present and justify points of view, develop arguments, draw conclusions based on understanding and evaluate issues.

Articulate: articulate communication is fluent, effective and coherent, as students control/manipulate the language to express with some ease what they want to say for a number of different purposes. If students are restricted by their language skills, they may not be able to express themselves for all purposes, for example to develop arguments.

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

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, demonstratives, long form adjectives in place of short forms
- infrequent and isolated errors that do not distract the listener from the overall content of what is being said.

Errors that **hinder clarity**:

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

Errors that **prevent meaning being conveyed**:

- errors that mean the listener cannot understand the message, for example он роботит (for они работают)
- errors that convey the wrong message, for example купит (for купить), тошно (for точно), чисто (for часто)
- errors that make it unclear who is doing the action, i.e. using the incorrect person of the verb
- mother-tongue interference.

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

Task 1 (discussion on a theme (contd.))

Interaction mark grid

This mark grid assesses students' ability to interact with the examiner by giving relevant responses based on what they have heard, by initiating communication and eliciting points of view.

Interaction (AO1)

Marks	Description
0	No rewardable material.
1-2	<ul style="list-style-type: none">• Interacts with occasional spontaneity to some questions and statements but requires frequent prompting; occasionally able to sustain the conversation, using communication strategies if necessary; frequent hesitation.• Occasionally initiates communication but development often relies on the examiner's lead; may elicit points of view/check for understanding, though this may appear contrived.
3-4	<ul style="list-style-type: none">• Interacts spontaneously for extended sections of the conversation, responding mostly with assurance but needing occasional prompting; able to sustain most of the conversation, using communication strategies if necessary; occasional hesitation.• Initiates communication by frequently taking the lead to develop the conversation; elicits points of view/checks for understanding, although occasionally at an inappropriate moment.
5-6	<ul style="list-style-type: none">• Interacts spontaneously throughout, responding with assurance to questions and statements; able to sustain conversation throughout, using communication strategies if necessary; minimal hesitation.• Initiates communication by consistently taking the lead to develop the conversation; elicits points of view/checks for understanding naturally and appropriately at different points in the conversation.

Additional guidance

Interacts spontaneously: responds to questions and statements that arise as a natural part of the conversation; gives a relevant, impromptu response based on what they have heard.

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

Elicit points of view/check for understanding: as part of the language of genuine discourse, students are required to engage the examiner in the conversation by asking for their points of view and checking that their own point of view has been understood. They are expected to do this throughout the oral assessment at appropriate points during the conversation. This constitutes questions such as:

- *'Вы согласны со мной?'*
- *'Разве неправильно подумать, что...?'*
- *'Можно ли сказать, что ...?'*
- *'Что вы думаете о...?'*
- *'Вы понимаете, что я хочу сказать?'*

(In order to give students the maximum length of assessment time, the constraints of the assessment mean that the TE should contribute only brief opinions in response to these types of questions.)

Task 2, Part 1 – independent research presentation

One mark grid is applied to this part of the task: responding to written language in speech (AO2).

Responding to Russian written language in speech mark grid

This grid is used to assess the student's two-minute presentation **only**. It is not applied to the discussion that follows the presentation. This mark grid assesses students' ability to understand and respond in speech to Russian written language that is drawn from a variety of sources and to summarise information from Russian written sources in speech. The written sources will be those that students read in Russian as part of their independent research and they must refer to at least two named Russian written sources during their presentation.

For guidance on what might be included in an oral presentation and how it may be structured, see **Indicative content for Task 2, Part 1, independent research presentation** at the end of the mark scheme.

Responding to written language in speech (AO2)

Marks	Description
0	No rewardable material
1-3	<ul style="list-style-type: none">• Summary makes limited reference to named Russian written sources, makes generalised comments rather than being focused on authors' main points/ideas.• Gives a personal response with limited justification, loses focus on the Russian written sources, straying into general opinion. <p><i>Responses that refer to just one single Russian written source can be awarded a maximum of 3 marks only.</i></p>
4-6	<ul style="list-style-type: none">• Summary refers to named Russian written sources but lacks clarity or is uneven in its coverage of authors' main points/ideas.• Gives a mostly relevant personal response with occasional justification, some loss of focus on the Russian written sources.
7-9	<ul style="list-style-type: none">• Presents a mostly clear summary of named Russian written sources, generally clear outline of authors' main points/ideas.• Gives a relevant personal response to the Russian written sources, supported with some justification.
10-12	<ul style="list-style-type: none">• Presents a clear summary of named Russian written sources, giving a clear outline of authors' main points/ideas.• Gives a convincing personal response to the Russian written sources, supported with clear justification.

Additional guidance

Personal response: this is considered to be giving justified opinions, demonstrating engagement with the Russian written sources by making focused comments, giving a reaction to/expressing feelings and thoughts about the Russian written sources.

Task 2, Part 2 – discussion on independent research

Three mark grids are applied to this part of the task:

- knowledge and understanding of society and culture (AO4)
- accuracy and range of language (AO3)
- interaction (AO1).

The knowledge and understanding of society and culture mark grid assesses students' ability to communicate information about, and demonstrate appreciation of, different aspects of **Russian-speaking** culture and society. They are also assessed on their ability to respond critically and analytically to different aspects of the Russian-speaking culture and society by selecting relevant material, presenting and justifying points of view, developing arguments, drawing conclusions based on understanding and evaluating issues.

Knowledge and understanding of society and culture (AO4)

Marks	Description
0	No rewardable material
1–3	<ul style="list-style-type: none">• Occasionally relevant, straightforward ideas, mostly generalised, occasionally supported by information/examples/references; frequent loss of focus on the Russian-speaking cultural and social context.• Occasional evidence of analysis of the Russian-speaking cultural and social context; points of view are given with limited justification, arguments may be made but not developed, occasionally, leading to straightforward conclusions which may be contradictory; mainly relies on description rather than analysis.
4–6	<ul style="list-style-type: none">• Relevant, straightforward ideas sometimes supported by information/examples/references; some loss of focus on the Russian-speaking cultural and social context.• Some analysis of the Russian-speaking cultural and social context is evident, with straightforward arguments and points of view that are sometimes developed and justified, sometimes drawing straightforward conclusions; relies on description rather than analysis in places.
7–9	<ul style="list-style-type: none">• Relevant, occasionally perceptive ideas frequently supported by pertinent information/examples/references; focus predominantly maintained on the Russian-speaking cultural and social context.• Analysis of the Russian-speaking cultural and social context demonstrated by frequently developed and justified arguments and viewpoints, often drawing convincing conclusions.
10–12	<ul style="list-style-type: none">• Relevant, perceptive ideas consistently supported by pertinent information/examples/references; consistently focussed on the Russian-speaking cultural and social context.• Analysis of the Russian-speaking cultural and social context demonstrated by consistently developed and justified arguments and viewpoints, drawing convincing conclusions.

Additional guidance

Perceptive: demonstrates an in-depth understanding by making connections between ideas and information; goes beyond the standard, predictable response; shows insight/originality.

Ideas include thoughts, feelings, impressions, opinions.

Straightforward ideas, conclusions, arguments are deemed to be those that give the standard, predictable response.

Task 2, Part 2 (discussion on independent research (contd.))

Accuracy and range of language mark grid

This mark grid assesses students' ability to use a range of grammatical structures and vocabulary in order to produce articulate communication with a range of expression. It also assesses students' ability to apply grammar and syntax accurately and accuracy of pronunciation.

Accuracy and range of language (A03)

Marks	Description
0	No rewardable language
1-3	<ul style="list-style-type: none">Limited variation in the use of grammatical structures and vocabulary, limited or repetitive use of complex and idiomatic language, occasional variation of expression; communication is sometimes restricted/stilted.Limited sequences of accurate language; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed.Pronunciation and intonation are inconsistent, leading to occasional impairment in communication.
4-6	<ul style="list-style-type: none">Some variation in the use of grammatical structures and vocabulary, with use of some repetitive complex and idiomatic language, resulting in some variation of expression; some sequences of articulate communication.Accurate sequences of language, resulting in some coherent speech; sometimes errors occur that hinder clarity of communication.Pronunciation and intonation are intelligible though sometimes inaccurate.
7-9	<ul style="list-style-type: none">Frequent variation in use of grammatical structures and vocabulary, including examples of complex and idiomatic language, resulting in frequent variation of expression and frequent sequences of articulate communication.Accurate language throughout most of the conversation, resulting in generally coherent speech; errors occur but rarely hinder clarity of communication.Pronunciation and intonation are intelligible and mostly accurate.
10-12	<ul style="list-style-type: none">Consistent variation in use of grammatical structures and vocabulary, including different types of complex structures and idiomatic language, expressing ideas in a variety of ways, resulting in articulate communication.Accurate language throughout resulting in coherent speech that is immediately understandable; any errors do not hinder clarity of communication.Pronunciation and intonation are accurate, intelligible and authentic-sounding.

Additional guidance

Complex language is considered to include the following:

- using extended sentences to express abstract ideas/convey justified arguments that require a range of lexis and structures; for example, conjunctions and pronouns
- use of all cases, including nouns, adjectives and pronouns (singular and plural, regular and common irregular)
- use of comparative and superlative adjectives and adverbs (including common irregulars)
- use of common short form adjectives
- use of cardinal and ordinal numerals, including in oblique cases
- use of verbal aspects
- appropriate sequence of tenses in reported speech/indirect statements/indirect questions
- passive voice, including present active and past passive participles
- gerunds
- conditional mood, verbs of wanting, commanding with *чтобы*, further uses of *бы* and *чтобы*
- compound conjunctions
- use of relative pronouns
- use of synonyms and a variety of expressions to say things in different ways
- any other grammar and structures included in the grammar list that are specific to A Level.

Variation in use of grammatical structures/varied use of vocabulary: the traits in the mark grid differentiate between the variation of grammatical structures and vocabulary used by students. Examiners should judge in which mark band to place students and which mark to award, based on the effect that the variety of grammatical structures and vocabulary has on the quality of the communication; the wider the variety, the more articulate the communication will become, (see definition of *articulate* below).

Examples of a variety of grammatical structures and vocabulary are: a selection of different verbs, tenses, adjectives, vocabulary and complex language (see definition above) for a variety of purposes such as to present and justify points of view, develop arguments, draw conclusions based on understanding and evaluate issues.

Articulate: articulate communication is fluent, effective and coherent as students control/manipulate the language to express with some ease what they want to say for a number of different purposes. If students are restricted to what they can say, they may not be able to express themselves for all purposes, for example to develop arguments.

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

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, demonstratives, long form adjectives in place of short forms
- infrequent and isolated errors that do not distract the listener from the overall content of what is being said.

Errors that **hinder clarity**:

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

Errors that **prevent meaning being conveyed**:

- errors that mean the listener cannot understand the message, for example он работает (for они работают)
- errors that convey the wrong message, for example купит (for купить), тошно (for точно), чисто (for часто)
- errors that make it unclear who is doing the action, i.e. using the incorrect person of the verb
- mother-tongue interference.

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

Task 2, Part 2 (discussion on independent research (contd.))

Interaction mark grid

This mark grid assesses students' ability to interact with the examiner by giving relevant responses based on what they have heard, by initiating communication and eliciting points of view.

Interaction (A01)

Marks	Description
0	No rewardable material.
1-2	<ul style="list-style-type: none">• Interacts with occasional spontaneity to some questions and statements, but requires frequent prompting; occasionally able to sustain the conversation, using communication strategies if necessary; frequent hesitation.• Occasionally initiates communication but development often relies on the examiner's lead; may elicit points of view/check for understanding, though this may appear contrived.
3-4	<ul style="list-style-type: none">• Interacts spontaneously for extended sections of the conversation, responding mostly with assurance but needing occasional prompting; able to sustain most of the conversation, using communication strategies if necessary; occasional hesitation.• Initiates communication by frequently taking the lead to develop the conversation; elicits points of view/checks for understanding although occasionally at an inappropriate moment.
5-6	<ul style="list-style-type: none">• Interacts spontaneously throughout, responding with assurance to questions and statements; able to sustain conversation throughout, using communication strategies if necessary; minimal hesitation.• Initiates communication by consistently taking the lead to develop the conversation; elicits points of view/checks for understanding naturally and appropriately at different points in the conversation.

Additional guidance

Interacts spontaneously: responds to questions and statements that arise as a natural part of the conversation; gives a relevant, impromptu response based on what they have heard.

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

Elicit points of view/check for understanding: as part of the language of genuine discourse, students are required to engage the examiner in the conversation by asking for their points of view and checking that their own point of view has been understood. They are expected to do this throughout the oral assessment at appropriate points during the conversation. This constitutes questions such as:

- *'Вы согласны со мной?'*
- *'Разве неправильно подумать, что...?'*
- *'Можно ли сказать, что ...?'*
- *'Что вы думаете о...?'*
- *'Вы понимаете, что я хочу сказать?'*

(In order to give students the maximum length of assessment time, the constraints of the assessment mean that the TE should contribute only brief opinions in response to these types of questions.)

AL speaking task 1: Indicative content

In their responses, while presenting and justifying points of view, developing arguments and drawing conclusions based on understanding, students may refer critically and analytically to the following points. However, the indicative content is not exhaustive and students should be rewarded for any valid response. Candidates need only refer to one Russian-speaking country to be awarded full marks for cards RU4-RU6.

AL Task 1 STIMULUS RU1

Statement	Indicative content
A	<ul style="list-style-type: none">• Since 2013, when Russia banned advertising of tobacco and smoking in public places, the number of smokers in Russia has decreased.• A study in 2018 by ВШЭ, one of the leading universities in Russia, showed that the number of young smokers in Russia is decreasing.• Recent sporting events e.g. the football World Cup in Russia in 2018 has led to an increase in the number of young Russians playing sport.• Only 1% of people in Russia are vegetarian e.g. according to recent study by ВЦИОМ (Всероссийский центр изучения общественного мнения) but this number is growing, especially amongst young people, and this indicates that young people are taking more interest in a healthy diet.
B	<ul style="list-style-type: none">• In a recent article in Sputnik, Dmitrii Kosirev wrote that smoking is once again fashionable amongst young people in Russia. He believes that this is in part influenced by the fact that smoking is becoming more fashionable in the USA, and by the fact that vaping is also fashionable.• The law regarding tobacco sales is often broken e.g. officially in Russia you have to be 18 to buy tobacco, but in practice it is not difficult for younger people to buy cigarettes.• Research has shown that young people in Russia do not react to anti-smoking publicity campaigns in the same way as older people; they are not as likely as older people to take them seriously.• The rate of obesity amongst young people in Russia is increasing. Many people blame this on e.g. a sedentary lifestyle and on the increase in the availability of processed and fast food.

AL Task 1 STIMULUS RU2

Statement	Indicative content
A	<ul style="list-style-type: none">• There is a specific focus in Russia on mathematics and science, and this prepares schoolchildren for life in a society where knowledge of technology is essential.• According to a study by Perm University, twice as many pupils in Russia as in the USA take an exam at school in computer science.• According to the journalist Artyom Boytsov, the Russian school curriculum is much more demanding than that in many other countries e.g. the USA and the UK. This means that the transition to university is often easier for schoolchildren in Russia than it is for young people in other countries.• In Russia, education is compulsory for 11 years; this is longer than in many countries; the world average for compulsory education is 9 years.
B	<ul style="list-style-type: none">• In many Russian schools, the emphasis is on learning material by heart, and this means that children are not taught to think for themselves; this does not prepare them for life after school.• Some elements of the Russian education system are considered to be old-fashioned, e.g. in many Russian schools, children rarely have access to computers and most work is handwritten rather than done using IT.• In Russia, access to outside space and opportunities to do sport are often limited at school. According to a study by researchers from ГЦОЛИФК (Российский государственный университет физической культуры, спорта, молодёжи и туризма) Russian children now do just 60% of the amount of sport and PE that Soviet schoolchildren did in the 1960s.• Pay for Russian teachers can be very low, and teachers often have to find extra work to be able to afford to live. This means that teachers cannot focus on their work in school and the education of the pupils can suffer. In addition, this means that teaching is not a popular profession in Russia.

AL Task 1 STIMULUS RU3

Statement	Indicative content
A	<ul style="list-style-type: none">• According to a study by Grant Thornton, Russia is a global leader in gender equality in the workplace e.g. 40% of senior management positions in Russian companies are filled by women, a larger proportion than nearly every other country in the world.• Gender equality at work is guaranteed by law in Russia e.g. the Labour Code prohibits discrimination against employees on the grounds of gender and it is illegal to refuse to hire a female employee just because she is pregnant or has children.• According to an article in Российская Газета, 46% of companies in Russia are planning to expand their workforce.• According to this article, there are many vacancies in certain sectors e.g. retail, IT and engineering.
B	<ul style="list-style-type: none">• There is inequality in pay in Russia; on average women in Russia earn 30% less than men. Elena Vitchak, a senior manager at the Russian investment group Система, said that women often agree to lower pay because they are keen to keep their jobs.• Although it is against the law to dismiss a woman who is pregnant in Russia, in practice many Russian women have reported that their employer has put them under pressure e.g. to leave their job when they are pregnant, or to return to work sooner than they want to after the baby is born.• It can be difficult to find well paid work in Russia, but relatively easy to find low paid work e.g. work in the “black” economy where workers do not have rights such as pay when they are ill; According to Росфинмониторинг (Федеральная служба по финансовому мониторингу) in recent years up to 15 million people in Russia have been working unofficially.• It is especially hard to find work in some professions. An article in Российская Газета reported that there are on average 12 applications for every job as a manager, and 9 applications for every job as a lawyer.

AL Task 1 STIMULUS RU4

Statement	Indicative content
A	<ul style="list-style-type: none">• In some Russian-speaking countries there are media that support political opposition, but they can face opposition from the government e.g. in Uzbekistan, the newspaper Zerkalo XXI, which claimed to be independent of the government and which published articles in support of anti-government protesters, stopped publishing in 2020. Officially, this was reported to be because of financial issues.• The Tashkent radio station Avtoradio regularly broadcasts reports of events in the country which, it says, are balanced and fair, and an alternative to propaganda from the government.• In Russia, the political opposition makes use of social media e.g. Aleksei Naval'ny often posts tweets stating his views and publicising his actions. Naval'ny has more than 2 million followers on Twitter and nearly 3 million subscribers on Youtube.• Supporters of Zmitser Dashkevich, leader of the Malady Front opposition group in Belarus' organised a social media campaign to publicise his arrest in Minsk in 2017.
B	<ul style="list-style-type: none">• It is alleged that media reports in Kazakhstan e.g. of anti-government protests there in July 2019 are biased in favour of the government; the events were widely reported in foreign media but coverage in Kazakhstan was limited.• In September 2018 the state-owned Russian television channel «Россия 1» began broadcasting a weekly current affairs programme dedicated to President Vladimir Putin.• Media do not always have much influence on the government because they are controlled by the government in some cases e.g. in Russia the channels «Россия 1» «Россия 2» and «Россия - Культура» are state-owned.• In Estonia the work of Vilja Kiisler, a journalist at the Postimees newspaper, was considered so influential by the nationalist Estonian Conservative People's Party (EKRE), that its media channels felt the need to criticise her.

AL Task 1 STIMULUS RU5

Statement	Indicative content
<p>A</p>	<ul style="list-style-type: none"> • Although classical music has a following in Russian-speaking countries, pop music is much more popular e.g. in a survey of Estonian schoolchildren, more than 70% could not name a piece of classical music. • The number of young people studying classical music in Russia has fallen by 30% since 1991. • Access to new ways of listening to music (e.g. on the internet) has meant that the populations of Russian-speaking countries can listen to music whenever they like, and for free, and so they are less likely to go to concerts. • Some classical orchestras do not always play to sell-out audiences e.g. according to a director of the Symphony Orchestra of Novosibirsk (Новосибирский академический симфонический оркестр), it is now easier to buy tickets to see the orchestra than it was during the time of the Soviet Union.
<p>B</p>	<ul style="list-style-type: none"> • People in Russian-speaking countries support classical music e.g. tickets for a concert called «От классики до джаза» at the Astana Opera sold out quickly according to a report in Вечерняя Астана. • Радио «Орфей» is a classical music radio station based in Moscow which is becoming more popular e.g. according to Оксана Сереженко, a director of the station, the audience is now nearly 400,000, compared with 325,000 in 2013. • Governments of Russian-speaking countries support music education e.g. the Russian government gives financial support to Russian students at the Moscow Conservatoire (Московская государственная консерватория им. П.И. Чайковского) and the government of Uzbekistan does the same for Uzbek students at the State Conservatory of Uzbekistan (Государственная консерватория Узбекистана) in Tashkent. • The Russian government has supported the education and training of young Russian composers e.g. Денис Хоров and Николай Попов.

AL Task 1 STIMULUS RU6

Statement	Indicative content
A	<ul style="list-style-type: none">• 1 May is a public holiday in many countries where Russian is spoken e.g. Russia, Latvia and Belarus.• According to the Russian language website belarus.by, 1 May is one of the most popular holidays in Belarus' e.g. there are concerts and public entertainment and many families celebrate with picnic and шашлык barbecues.• Some festivals which remember the past are becoming more widely celebrated e.g. in the 1990s, the Victory Day celebrations in Russia were not as big as they are nowadays; this shows that it is becoming more important to Russian-speaking people to remember the past.• Russian-speaking people like to preserve traditions from the past e.g. they continue to prepare traditional food at Easter and to drink champagne to celebrate New Year.
B	<ul style="list-style-type: none">• Many people in Russian-speaking countries do not celebrate in the traditional way on 1 May, e.g. by joining in the May Day parades. Instead it is just seen as a day off work when people can relax and have a party.• In 2019, more than 100 people were arrested across Russia, mostly in St Petersburg, during May Day parades. This was a result of the May Day parades being used as a means for political protest against the current government, because they saw the official traditional parades as old fashioned.• Many people want to look to the future more than the distant past e.g. in Latvia, Independence Day is a relatively new celebration and the focus of the day is the success and development of the country.• In Kyrgyzstan, Independence Day is also a fairly new holiday and celebrations focus on young people.

AL Task 1 STIMULUS RU7

Statement	Indicative content
A	<ul style="list-style-type: none">• New accommodation in the centre of Moscow is advertised as being safe and a peaceful place to live e.g. an advertisement for renovated flats near Чистые пруды mentions that they are close to essential services such as transport links and shops, and they have a pleasant view.• Life can be convenient for those who live in the centre of St Petersburg e.g. they do not have to go far to find schools, health centres, public transport and cultural activities.• Many of the flats in the centre of Moscow have been renovated and offer modern facilities e.g. gyms; this encourages a healthy lifestyle.• In an interview in Вечерняя Москва, three people who live in the centre of Moscow said that they would not want to live anywhere else e.g. recent renovations of the city have improved it and they live close to a park, as do the majority of the city's residents.
B	<ul style="list-style-type: none">• People who live in the centre of Moscow report health problems e.g. the level of pollution in the centre of city is higher than is considered to be safe on more than 200 days a year.• Parents living in the centre of Moscow say that they think it is too dangerous to let their children play outside.• People who live in the middle of St Petersburg worry about the amount of traffic in the city centre e.g. the number of privately-owned cars in the city is increasing every year and the level of air pollution in the city will increase.• The Moscow Duma approved the demolition of more than 4000 apartment blocks and many people fear that they will be forced to move from their home, even if they do not want to. This is bad for people's psychological state of health.

AL Task 1 STIMULUS RU8

Statement	Indicative content
A	<ul style="list-style-type: none">• In Russia, the right to shelter is guaranteed by the country's constitution, that means that homeless people in Moscow/St Petersburg have the right to somewhere to stay.• Although all citizens in Russia have a right to have a permanent place to live, in practice they can wait for very many years for this.• In St Petersburg, more than 400 people regularly volunteer to help at shelters for the homeless run by Ночлежка.• In 2018, 43% of Ночлежка's income came from private donations.
B	<ul style="list-style-type: none">• Homeless people in St Petersburg can get free medical treatment at night shelters run by charitable organisations e.g. Ночлежка.• In Moscow every Thursday homeless people can access medical treatment through the organisation Дом друзей.• Homeless people can get legal help e.g. through the shelter in the Люблино district of Moscow.• In St Petersburg, partner organisations of the charity Ночлежка helped provide a range of services for homeless people, including social support and psychological services.

AL Task 1 STIMULUS RU9

Statement	Indicative content
A	<ul style="list-style-type: none">• In 2017, the mayor of Moscow (Сергей Собянин) said that Moscow is one of the greenest cities in the world e.g. in the previous six years about 4 million trees and shrubs had been planted in the city to improve it as a green city.• More than 40% of the area of Moscow is covered in green spaces.• Groups are working to improve the ecology of St Petersburg e.g. Экологический союз which has been working for over 15 years on projects including those to improve air quality.• Authorities in Moscow are planning to introduce measures to restrict emissions from cars in the centre of the city; this will be good for people's health.
B	<ul style="list-style-type: none">• The building of new flats and houses in Moscow since 1991 has meant that trees and green spaces have been destroyed.• In 2019 Moscow residents protested e.g. about the lack of recycling facilities in the city.• In 2019, Greenpeace Russia said that Moscow and St Petersburg were two of the most polluted cities in the world; this is bad for the health of the people who live there.• Research commissioned by Greenpeace Russia found that air quality in the country e.g. 82% of Moscow's inhabitants and 77% of St Petersburg's inhabitants are unhappy with the air quality in the city.

AL Task 1 STIMULUS RU10

<i>Statement</i>	Indicative content
A	<ul style="list-style-type: none">• At a meeting in 1988, Gorbachev pushed through a measure calling for the first truly democratic elections in the country since 1917.• Elections for the Congress of People’s Deputies were held in 1989; according to many these were the first democratic elections in the USSR.• During Perestroika, controls on businesses were relaxed e.g. manufacturers were allowed to make their own decisions about what products to make.• During Perestroika, Gorbachev encouraged Western investment in the USSR and relaxed restrictions on foreign trade e.g. Soviet companies were encouraged to do business with foreign companies and were allowed to set up joint enterprises with them.
B	<ul style="list-style-type: none">• Some leaders of Soviet republics complained that the reforms of Perestroika were not benefitting them as quickly as they were benefitting Russia.• In some republics, Perestroika led to a strengthening of national identity e.g. in Estonia the Estonian Popular Front was established in 1988. Such organisations were not always popular e.g. some politicians in Russia thought that too much autonomy in other republics of the USSR would cause instability in the country.• When the first democratically elected congress of the USSR met in 1989, there was conflict between the hard-line supporters of communism and those who favoured reform. This was one of the first signs that the Soviet Union could not continue to exist in its previous form.• The economic reforms promised under Perestroika failed e.g. Gorbachev introduced at least ten programmes for restructuring the Soviet economy, but not one of these was fully implemented.

AL Task 1 STIMULUS RU11

Statement	Indicative content
A	<ul style="list-style-type: none">• Gorbachev instigated Glasnost' because he believed that the opening up of the political system i.e. making it democratic was the only way to end the status quo and move the country forward.• He also believed that Glasnost' would put the country on the path to social recovery and the policy did lead to some improvements in social conditions.• Glasnost' led to greater press freedom e.g. in 1987 Огонёк reported on the terrible conditions faced by Soviet soldiers in Afghanistan; such reporting would not have been allowed before Glasnost'.• As a result of Glasnost', new television programmes e.g. Взгляд were allowed to broadcast material that would previously not have been permitted and, as a result, Soviet citizens learned more about the government of the country.
B	<ul style="list-style-type: none">• Even though the policy of Glasnost' tried to allow more press freedom, still the Party was able to maintain control over what people could read and hear.• Policies e.g. media freedom under Glasnost' led to the collapse of the Soviet Union.• According to the writer Владимир Карпов, head of the Writers' Union, some people saw Glasnost' as an opportunity to write whatever they wanted; this led to the Soviet people hearing and reading lies and believing them.• The State tried to control government opponents, despite people believing they had more freedom under Glasnost' e.g. in October 1987 the KGB illegally arrested about 40 people who took part in a peaceful demonstration against the detention of political prisoners.

AL Task 1 STIMULUS RU12

Statement	Indicative content
A	<ul style="list-style-type: none">• Some leaders of Soviet republics were in favour of the Putsch e.g. the leader of Uzbekistan, Islam Karimov, initially supported the conservatives who instigated the coup against Gorbachev.• Estonian leaders took advantage of the disruption caused in Moscow by the Putsch to declare independence; they did this on 20 August.• Some leaders of Soviet republics were prepared to talk with Yeltsin e.g. before the Soviet Union was officially dissolved, Yeltsin met in secret with the leaders of Ukraine and Belarus' and together they agreed to dissolve the Soviet Union.• The Moldovan president, Mircea Snegur, warned Yeltsin that if troops were not withdrawn from Moldova, it might lead to conflict.
B	<ul style="list-style-type: none">• The organisers of the August Putsch expected support from the leaders of other republics but found that not all were in favour e.g. leaders of the Baltic Republics wanted their countries to become fully independent.• Leaders of some Central Asian republics believed that the Soviet Union was stronger together e.g. they believed that a union would bring economic advantages.• Six republics of the Soviet Union declared independence during August 1991.• The breakdown of Soviet trade links following the Putsch led to an economic crisis.

Indicative content for Task 2 part 1, independent research presentation

The example below is presented in written form in order to demonstrate what a student might include in their presentation and how it may be structured. The *Comment* column demonstrates how the presentation meets the requirements of the assessment criteria in the mark grid *Responding to Russian written language in speech*.

Independent research question or statement: «Был ли Борис Ельцин хорошим или плохим лидером для независимой России?»

Student presentation (up to 2 minutes)	Comment
<p>Я буду говорить о том, как можно оценить историческую роль первого президента независимой России, Бориса Николаевича Ельцина. Я нашёл две полезные статьи. Первая называется «Роль Б. Ельцина в истории России». Она появилась на сайте «БАЗАДАННЫХФОМ» и была написана Григорием Кертманом. Вторая появилась в «Российской газете». Статья написана политологом Леонидом Радзиховским и называется «Царь Борис».</p>	<p>Opening statement indicating topic and names of the two Russian written sources to be summarised in the presentation.</p>
<p>В первой статье описываются результаты опроса населения в ста населённых пунктах в России в 2007 году. Респонденты разделились на две равные группы: 40% российских граждан полагали, что Б. Ельцин в целом сыграл в истории России положительную роль, 41% – что отрицательную. Остальные затруднялись ответить.</p>	<p>Summary of the first Russian written source.</p>
<p>Вторая статья была написана в 2016 году. В статье говорилось, что огромное большинство людей в России по-прежнему не относится положительно к президентству Ельцина. Однако в этой статье рассматривается то, что называется «обратной стороной» всех отрицательных аспектов этого периода.</p>	<p>Summary of the second Russian written source.</p>
<p>Мне было интересно читать статью Кертмана, в которой показана, как сильно отличались разные мнения российских граждан об исторической роли Ельцина. Для меня было удивительно узнать, что одни его считали «хорошим руководителем», а другие «преступником». Прочитав статью в «Российской газете», я убедился, что не надо слепо верить в то, что Радзиховский назвал «устойчивым Мифом-1990-х, Мифом о Ельцине». Вы со мной не согласны?</p>	<p>Provides a personal reaction to the findings of the two Russian written sources.</p>

Other examples of possible questions/statements for the Independent Research Project are:

- Газпром – самая большая нефтяная компания в мире.
- Олигарх Александр Лебедев: почему он живёт в Великобритании?