

ResultsPlus

Exemplification Booklet June 2009

GCE

GCE Russian 6RU02

ResultsPlus
Helping you to raise attainment
www.resultsplus.edexcel.com

Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel's centres receive the support they need to help them deliver their education and training programmes to learners.

For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our website at www.edexcel.com. If you have any subject specific questions about the content of this Examiners' Report that require the help of a subject specialist, you may find our **Ask The Expert** email service helpful.

Ask The Expert can be accessed online at the following link:

<http://www.edexcel.com/Aboutus/contact-us/>

Alternatively, you can speak directly to a subject specialist at Edexcel on our dedicated Modern Foreign Languages Subject Advisor telephone line: 0844 576 0035

ResultsPlus

ResultsPlus is our unique performance improvement service for you and your students.

It helps you to:

- **Raise attainment** - by providing in-depth analysis of where your class did well and not so well, enabling you to identify areas to focus on/make improvements.
- **Spot performance trends** at a glance by accessing one-click reports. You can even choose to compare your cohort's performance against other schools throughout the UK.
- **Personalise your students' learning** by reviewing how each student performed, by question and paper you can use the detailed analysis to shape future learning.
- **Meet the needs of your students on results day** by having immediate visibility of their exam performance at your fingertips to advise on results.

To find out more about ResultsPlus and for a demonstration visit <http://resultsplus.edexcel.org.uk/home>

June 2009

All the material in this publication is copyright
© Edexcel Ltd 2009

Contents

Russian 6RU02

Introduction	2
Questions with examples	
Question 8	3

Introduction

Summer 2009 saw the first sitting of some AS units of the new GCE2008 specifications. As support for teachers, this booklet has been prepared as an exemplification of how marks were awarded to the written paper for Russian 6RU02 during the Summer 2009 examination. It features work produced by the candidates in the actual examination. It contains the questions and mark schemes, together with examples of student answers. It gives the marks awarded for each exemplar response plus commentary by senior examiners. It does not include exemplars for every question on the paper, but only those where contrasting levels of response could be produced.

Question 8**SECTION C: WRITING****Вопрос номер 8**

Прочитайте следующий отрывок из «Форума молодёжного экологического движения (МЭД)»



Проблемы экологии – одни из самых важных, которые стоят перед обществом, но молодые люди всё ещё очень плохо понимают эти проблемы. Что делать? Включить уроки экологии в школьную программу?

Объявляем конкурс:

Напишите сочинение на тему «Экология – что делать?».

Приз: ваучер на 200 евро на экотуризм.

Напишите, куда Вы поедете, если Вы получите приз, и почему.

8 Представьте, что Вы решили принять участие в этом конкурсе.

Напишите по-русски (150–165 слов).

Вы должны включить в сочинение следующие пункты:

- опишите экологию в Вашем районе
- по-Вашему, надо ли включить экологию в школьную программу?
- Вы считаете, что студенты в Вашей школе помогают экологии? Почему? Почему нет?
- куда Вы поедете, если Вы выиграете приз, и почему?

Section C (30 marks)

A maximum of 30 marks will be awarded positively using the assessment criteria grids in Section 2.4 for the written response to a stimulus exercise.

The assessment criteria reward students for:

- **content and response** – A02 (15 marks)
- **quality of language** – A03 (15 marks).

Section C

Mark	Content and response (A02)
0	No rewardable material.
1-3	Task mostly misunderstood and answer barely relevant.
4-6	Task not fully grasped or developed; much irrelevance and/or repetition.
7-9	Task understood and some points developed satisfactorily; some omission and/or irrelevance.
10-12	Task understood and developed successfully.
13-15	Task fully grasped; answer wholly relevant, convincing and well developed.

Mark	Quality of language (A03)
0	No rewardable language.
1-3	Limited communication; highly inaccurate; language very basic with much repetition.
4-6	Some communication; language often inaccurate; limited variety of lexis and structures.
7-9	Satisfactory communication; basic language generally satisfactory; some attempt at variety of lexis and structures.
10-12	Good communication; good level of accuracy; generally successful use of a variety of lexis and structures.
13-15	Excellent communication; high level of accuracy; language almost always fluent, varied and appropriate.


ResultsPlus
Examiner Tip

In order to score 13-15 for Content and Response the candidate had to produce a 'wholly relevant' answer which is 'convincing' and 'well developed'.

As there are 4 tasks, clearly each of these had to be addressed and developed in order to be considered for this mark band. However, as there is no requirement in the rubric to give equal weighting to each task, it was admissible for candidates to cover some tasks in more detail than others. In order to gain maximum credit the candidate had to address each task and develop their response by including an additional two to four details per task. For example, a response where the candidate gave each task equal weight would typically include three details in addition to the task initially being addressed. An equally valid approach would be to include two extra details for two tasks and four extra details for the other two tasks.

Additional details could be mainly descriptive. For example, in addressing the first task candidates could gain maximum credit for listing various features about their local environment, though explanations or opinions were also regarded as extra details or developments.

Task 1: Describe the ecology in your region.**ResultsPlus****Examiner Tip**

We were not testing the candidates' ability to adhere to a strict definition of 'ecology', so a broad interpretation of this term was accepted. Hence, candidates could describe the natural environment, environmental status and even characteristic weather of their region. A region could be defined as a locality such as their town or village, or on a much wider scale, whole regions such as the North of England or of Russia.

Task 2: In your view, should Ecology be included in the school curriculum?**ResultsPlus****Examiner Tip**

Any reference to whether or not Ecology or environmental issues should be taught at school, whether as a separate school subject or simply as a series of lessons, was the minimum requirement for addressing this task. Most candidates attempted to explain why they felt or didn't feel Ecology should be included in the curriculum, or else tried to explain the benefits of doing so or not doing so.

Task 3: Do you think that students in your school help ecology? Why? Why not?**ResultsPlus****Examiner Tip**

It was decided to recognise this task as having been addressed if the candidate expressed a view as to whether students of their school helped ecology/the environment. If they went on to give an explanation as to why this was or was not so, they gained credit for a developed answer.

Why? or Why not? could be interpreted as why what students do is helpful or not, or alternatively, why students make an effort or not to improve the environment.

The open phrasing of the question also left it to the candidate to comment on whether their school mates contributed to protecting the environment in the school setting itself, or in a more general sense.

Task 4: Where will you go if you win the prize and why?**ResultsPlus****Examiner Tip**

As for Task 3, it sufficed for the candidate to say where they would go if they won the prize. Any justification offered potentially gained credit as a development. It was not unreasonably decided, in view of the reference to ваучер на экотуризм, that in order to gain full credit for this task, the candidate had to suggest a trip which had some environmentally friendly aspect to it.



ResultsPlus

Examiner Tip

Marks for Quality of Language were awarded on the basis of an overall effectiveness of the candidate's language and will be discussed with regard to each of the four candidates' work.

Example 1: Total 29 marks

пуды вы победили, если вы выиграли право, и потому:

Уважаемый Господин,

Меня зовут Пши, мне семнадцать лет и
я хотел бы участвовать в Вашем конкурсе.

Прежде, ~~я~~ я должен описать ~~экологию~~
экологию моего района. Я живу в

очень красивой, маленьком городе, который

называется Хаель и который находится

недалеко от ~~большого~~ ^{огромного} города, Манчестер,

на северо-западе Англии. Вокруг нас

находится много ферм - это ~~само~~

сельскохозяйственный район, где живут

много различных животных ~~и на ферме~~ ^{и несмотря}

на пестициды и ядохимикаты ферм,

которые безусловно загрязняют окружающую среду, ^{по моему} мой район красивее всех других районов ~~и~~ Англии.

Что касается экологии в школах, я думаю что это отличная идея — включить ^{экологично} ~~уроки~~ экологии в школьную программу — которую следовало бы осуществить много-много лет назад. ~~Интересах детей~~ В моих глазах маленькие люди моей школы не полностью понимают проблемы экологии и поэтому, никто не знает ~~или не знает~~, что надо делать, чтобы охранять экологию. В моей школе ^{есть} урок информации о ~~окружающей~~ ^{окружающей} среде ~~и~~ ^{программа} никто не любит экологию.

Если я выиграл приз, я путешествовал бы

в Россию так как Россия - удивительная
 страна, где можно найти всё. На
 Российской почве есть тайга, много
 природных ресурсов, красивые озера,
 такие как Озеро Байкал, и ~~тоже~~
~~великолепные~~ величественные города, как
~~например Москва~~. Можно ~~участвовать~~
 в ~~исследованиях~~ ^{экологии,} путешествуя в
 Россию потому что ~~Россия~~ ~~одна~~ насколько
 я знаю, Россия - одна из ведущих стран
 в ~~исследование~~ ~~экологии~~.
 Экология очень важна в наши дни,
~~надеюсь, что я выиграю.~~
 не забывайте!
 Маш.

Leave
blank

ResultsPlus

Examiner Comments

Task 1: This candidate briefly locates their town geographically and then describes the local natural environment, skillfully referring to pollution problems in parenthesis.

The response is briefer for task 2, but the view that Ecology should have been included in the curriculum many years ago is considered to be an extra detail.

The third task is dealt with more fully, the message being enhanced through the use of effective syntax and lexis.

The final task is dealt with in considerable detail. Complex messages are expressed convincingly using a wide range of lexis.

The Content and Response mark awarded was 14 – falling just short of 15, as task 2 only contains one extra detail.

A maximum mark of 15 was awarded for Quality of Language, as despite a few minor errors, communication is always excellent, the level of accuracy is high (it does not need to be 'perfect' at AS), language is always fluent (better than 'almost always'), and there is variety and appropriateness of the lexis and structures is beyond doubt.

Example 2: Total 27 marks

"Экология - что делать?"

Природа и сельская местность всегда мне были очень важны. Во время моего детства я живу в маленьком деревне на юге Англии, у нас свежий воздух и

животинная природа. Мой район не промышленный - очень тихо там жить. Я думаю, что молодое поколение не понимает ^{эти} проблемы, потому что много из них живут в городе. Поэтому, по-моему, надо включить экологию в школьную программу. Надо объяснить опасность для детей - как очень важно защищать окружающую среду, также чтобы поддерживать хорошее здоровье людей. Очень ~~та~~ большая проблема но в будущем ученики будут благодарны.

В нашей школе я считаю что студенты уже помогают экологии. ^{Если} где у них возможность, то они идут в школу / пешком или на велосипеде.

Они предпочитают заниматься спортом чем играть на компьютере - и они читают в газете о способах Триппис. Я бы хотела выиграть приз: ваучер на 200 евро на экотуризм.

Конечно я не бы хотела путешествовать
самолётом, потому я кажется хочу
на велосипеде в Англию, чтобы
говорить с разными людьми, принимать
фотографии и наслаждаться мои страны.

Я надеюсь что мои призывы вам
погодят и я с нетерпением
вашего ответа. // Без труда не выловит-
рыбку из пруда - без работы
очень большая всемерная проблема.


ResultsPlus

Examiner Comments

This candidate launches into Task 1 after a very brief and relevant introduction.

The focus is on the rural setting with its fresh air and natural beauty providing adequate detail. Task 2 is dealt with fully and convincingly. The candidate offers a justification for introducing Ecology into the curriculum, suggests how this might be approached and the benefits which could ensue. Task 3 is tackled quite fully, though reference to preferring sport to playing on the computer is only implicitly relevant and could just as well refer to general health and fitness issues.

Task 4 is dealt with in a rather original and thoughtful manner and directly addresses the issue of ecotourism.

The Content and Response mark fell just short of a maximum 15 marks, as the response to Task 3 was felt to be slightly obscure. In this case, no penalty was incurred through slightly exceeding the word limit. In fact the last sentence which could not be assessed, would have been one of the least successful of the essay.

The quality of language is slightly inferior to that of candidate 1. Although communication is excellent and there is a high degree of fluency, grammatical inaccuracies are more frequent, especially with respect to gender, adjectival agreement and declensions.

Example 3: Total 21 marks

Экология - что делать?

Мой район очень интересен. Мой город очень маленький и города вокруг тоже очень маленький и у нас некое небольшое загрязнение потому, что небольшое людей.

Но, больше города недалеко отсюда очень грязно. Например Нью-Йорк и Лидс, потому, что у ~~них~~^{они} всё больше людей и машины и за загрязнение. Но, у многих районе в Англие много места где можно прогуливаться и мы знаем что очень важно не употреблять очень много электричества.

По-моему, очень важно молодым людям знать проблемы с экологией и что можно делать полагать ~~это~~ ситуация. Но, другие уроки ~~важны~~^{важны}, например математика и химия, потому, что эти уроки помогают людям работать. Также, сейчас очень плохо экономика и у нас не денег ~~чтобы~~^{чтобы} тренировать новые учителя.

Я думаю что студенты в моем школе употребляют очень ~~много~~ много

Электричества потому что у нас
очень много компьютеров, что мы
употребляем ~~то~~ как бы день. Но мы
знаем опасности и мы ~~еще~~ у себя
электричество в школе.

Если я выиграю ~~и~~ приз, я буду
давать ~~еще~~ ^{деньги} чтобы подарить тому

которые подарить окружающим среда
потому, что ~~я знаю это~~ очень
важно.


ResultsPlus

Examiner Comments

For Task 1 this candidate starts off with the point that there is little pollution in their town as there are few people, then compares this to larger cities where cars cause pollution. Returning to their own town they make the point that there are ample opportunities to recycle and people know about saving energy. Not an entirely coherent response, but it contains a good number of relevant points.

Task 2: Quite a well-reasoned argument against Ecology lessons in view of the importance of other subjects which help people find employment and the weak economy making it harder to train new teachers.

Task 3: A rather laboured point about energy awareness with respect to computer use. It addresses this task moderately well, however, but could have been developed further, or an additional point could have been introduced.

Task 4 is barely addressed, as the candidate should state specifically where they will go if they win the 200 euros. However, the idea of giving the money to people to help the environment was accepted as addressing the task, but with little development. Full credit can only be given for a response which convincingly states the preferred destination, the reason(s) for this choice and includes reference to environmental issues.

The content mark, therefore, is 10. It just qualifies as 'Task understood and developed successfully', as three out of the four tasks are dealt with in reasonable depth.

11 marks were awarded for Quality of Language, as communication was generally good, despite a larger number of errors than in the first two examples, these are usually minor and often affect spelling in a manner which does not interfere with communication. There is quite a wide range of appropriate lexis and structures are successful on the whole.

Example 4: Total 17 marks

уважаемые читатели (readers): Экология - что делать?

Я живу в Истоне, ^{Истоне} находится на северо-

Западе Англии. В Истоне у нас

много фабрик, вот почему есть много

загрязнений (pollution). Истон очень промышленный город,

который ~~мне~~ я думаю, что ~~в Истоне~~ ~~не~~ ~~надо~~

можно сохранить ~~эко~~ экологию лучше.

Я хочу отправить на школу программу.

В школе надо учить (teach) студентов

биологию и географию. Я ~~знаю~~ ^{считаю} ^{как же (such)} что ~~это~~

~~важно~~ уроки ~~дети~~ ^{дети} ^{много} ^{не} ^{могут} ^{понять}

понимают опасные ~~и~~ ^{их} ^{города} ~~и~~ ~~поэтому~~

~~она~~ у молодых людей ^{он} ^{und} ^{standing} и

можно померзает эколог^{ии}, вносит вреднаю (damage)

экологии.

Как я понимаю, стужа в мое время не

помогает экологии потому, что ~~они~~ они не знают

что они могут глеть. как например дети едят

в школу в машине когда они в дороге ~~перо~~ в немком

как лучше. Они курят курят, ~~из автоматов~~

которые делают пассивный в курение и ~~причина~~

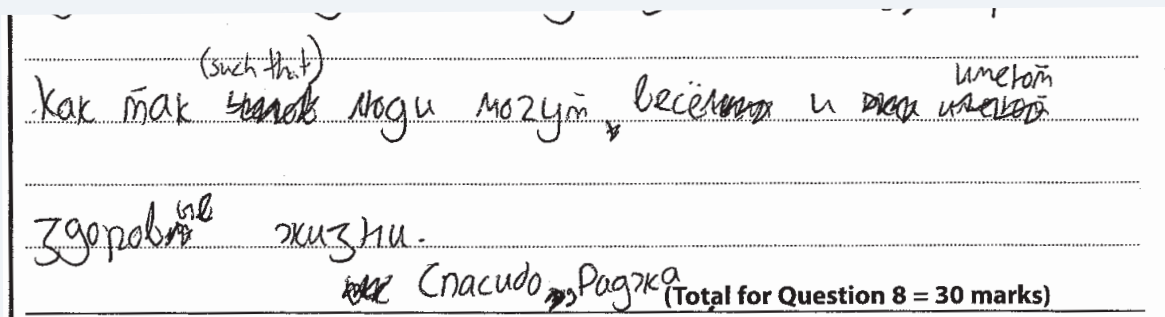
как причина курение.

Если я выиграла приз, я ~~хочу~~ ~~идею~~

поеду в ~~Африку~~ Африку ^{где} когда я ~~хочу~~ ~~идею~~

помогать ^{ногеи} ~~маленьким~~ ^{маленьким} ногам, которые у ~~мне~~ ~~нет~~ ^{нет}

дома и бога. Я хочу изменить (change) мир



ResultsPlus

Examiner Comments

Task 1: A rather pedestrian opening making the obvious point about factories causing pollution. Presumably *промыл город* means *промышленный* industrial, but no credit can be given for such a high degree of inaccuracy. It is a fair point to state that the people of Newton could do more to protect the environment.

Task 2: Poor language impedes communication here to the point that the reader has to guess somewhat at the intended meaning, but clearly there is reference Ecology should be taught through other subjects to help young people to understand environmental dangers so they can protect the environment rather than harm it.

Task 3: A fair point is made about young people not knowing how to help the environment. It is not clear what is said about the virtues of walking to school rather than driving. The issue of smoking is raised with reference to the dangers of cancer and passive smoking, but this is not presented convincingly as an environmental hazard.

Task 4: This is tackled quite effectively, as it refers to going abroad to help people with housing and water and changing the world.

9 marks for Content and Response is appropriate in this case. The candidate has clearly understood the task and developed some points satisfactorily, but there is a degree of omission and irrelevance. This is, however, the top mark within this band, as the essay is close to: 'Task understood and developed successfully'.

Quality of Language is 8. There are quite a lot of basic as well as more serious errors which often impede or prevent communication: *закрушений* (pollution) *отбратить* (include?) на школьную программу, *какие* (such) *поним* (understanding), *вреднают* (they harm). The intended meaning of many such words is given in pencil by the candidate in brackets on the script. The candidate's work must be assessed for communication and accuracy without regard to these 'helpful' notes.

Overall, however, the communication is satisfactory, basic and some more advanced language is generally satisfactory. Lexis and structures are often quite limited, but generally successful in communicating intended meaning.

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

For more information on Edexcel qualifications, please visit www.edexcel.com/quals

Edexcel Limited. Registered in England and Wales no.4496750
Registered Office: One90 High Holborn, London, WC1V 7BH

Ofqual




Llywodraeth Cynulliad Cymru
Welsh Assembly Government

