

Examiners' Report June 2015

GCE Russian 6RU04 01

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Introduction

Examiners once again enjoyed reading the responses from candidates in the sixth year of this advanced level GCE unit. In those centres where candidates have been taught Russian, there has as usual been some comprehensive preparation of candidates for the examination and examiners have been pleased to note the careful heed being taken to the notes and suggestions in the examiners' reports from previous years. There are a range of centres where candidates' command of the lexis and grammar 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.

Once again, the examining team would like to pay tribute to those teachers of Russian in schools who present such excellent candidates. It is obvious that they work tirelessly to keep Russian on the curricula within their schools and to present candidates each year with such a good command of Russian grammar and understanding of Russian society, history and culture. Russian at GCE Advanced Level remains alive and well.

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 well on this task, and slightly better than in previous years. Very many learner candidates were able to gain 7 or 8 marks, with more scoring 9 than has been the case in recent series. Very few learner candidates were able to score 10 marks, although the number of candidates scoring 10 marks has increased, suggesting that non-learners found this task easier than previously. It remains the case that many native speakers lost marks due to omission of elements, for example by failing to translate 'of them' in '95% of them'. As is the case every year, those with very little ability to manipulate the grammar of the language scored very low marks, perhaps 1 or 2, despite knowing much of the required vocabulary. They often gained points for elements such as 'сказали, что', 'делать больше', 'мы живём', 'они хотят' and 'и они думают', these elements having been designed to allow candidates to gain marks at the lower end of the scale. Those who have not mastered some of the more complex elements of the grammar required at this level will not perform well.

Candidates faced the most difficulties with the following elements:

- 'do [...] care' was translated in a range of ways, with 'заботиться', 'беспокоиться' and 'думать' all accepted. 'беспокоиться' was often conjugated incorrectly, even by native speakers, with many candidates losing the point for writing 'они беспокоются'. Any grammatically correct word order was accepted for this first element, with the inclusion of 'ли' not compulsory.
- Very many candidates omitted the 'б' required in 'об окружающей среде', thus losing the point for the element as this error affects sound when reading aloud.
- 'or are they only interested' was often translated correctly, but the following element which required the candidate to use the instrumental (if that has used 'или они только интересуются') or 'в' with prepositional (if they had used 'заинтересованы') often caused difficulties.
- Many candidates did not spot that they needed to apply a soft adjective ending to 'последний' in 'последними мобильными телефонами'.
- Similarly, the soft ending on 'в недавнем опросе' was also often missed, and candidates lost marks because they did not know the word for 'survey', instead opting for 'research' or 'statistics'; these were not accepted.
- Native speakers and learner candidates often incorrectly wrote '95% их' for '95% of them'.
- 'about global warming' was usually handled well, although if learner candidates did make mistakes, they were often in the correct declension of the noun in '-ие' ('потепление') in the prepositional case.
- 'they walk' was handled reasonably well, although some candidates would certainly benefit from revision of verbs of motion.
- 'by public transport' led to a wide range of translations, with many learners not knowing the correct word for 'public' in this context.

- 'instead of a bath' was translated correctly by surprisingly few candidates, with many attempting 'вместо ванной' (which was not accepted) or various transliterations of the English, such as 'барф' or 'бат'.
- The construction requiring the use of 'чтобы' in the last sentence was spotted by the highest performing learner candidates and handled well. Where candidates did not spot that 'чтобы' was required they often translated 'they want their parents to help' as 'они хотят их родителей помогать', which scored one of the four available points.

This candidate demonstrates a very good knowledge of the required vocabulary for the task, but shows a number of the errors outlined above, as well as some others.

Translate the following passage **into Russian**.

Do teenagers care about the environment or are they only interested in the latest mobile phones? In a recent survey, 95% of them said that they are worried about global warming, and that we should do more to protect the world in which we live.

Many young people say that they walk or travel by public transport, take a shower instead of a bath and recycle rubbish. They want their parents to help, and they think about the future positively.

(10)

Подростки заботятся об окружающей среде или
они только интересуются новими мобильными телефонами?
В последнем вопросе, 95 процентов из них говорили что они
беспокоятся о глобальном потеплении и о том, что
мы должны больше делать чтобы сохранить
мир в котором мы живём.
Много молодых людей говорят что они
~~ездят~~ ^{ходят} на работу или путешествуют на общественным
транспорте, принимают душ вместо ванны и
перерабатывают отходы. Они хотят чтобы свои

родители помогают и они думают о будущем

своем.



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Examiner Comments

This answer scores 6 out of 10. A number of minor errors mount up, and there are some vocabulary issues. This candidate would benefit from thorough checking of his / her work.



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 a candidate who has an excellent ability to manipulate the grammar of the language. A few slips mean that the score overall is reduced, although there are virtually no vocabulary issues.

Translate the following passage **into Russian**.

Do teenagers care about the environment or are they only interested in the latest mobile phones? In a recent survey, 95% of them said that they are worried about global warming, and that we should do more to protect the world in which we live.

Many young people say that they walk or travel by public transport, take a shower instead of a bath and recycle rubbish. They want their parents to help, and they think about the future positively.

(10)

Представители
Психологов думают
интересуются новейшими мобильными портативными телефонами? В
последней отчёте, 95% их забыли, что они ~~надеются~~ ^{думают}
о глобальном потеплении, и что мы должны сделать больше
чтобы защитить мир, в котором мы живём.

Много молодых людей говорят, что они ходят пешком
или путешествовать на общественном транспорте; принимать
душ вместо ванны и рециркулировать мусор. Они хотят, чтобы
свои родители помогли, и они думают о будущем
позитивно.



ResultsPlus

Examiner Comments

This translation scores 8 out of 10. Points are lost for 'the latest mobile phones', 'in a recent survey', '95% of them', 'travel', 'take a shower', 'instead of a bath' and 'recycle rubbish'. The candidate loses track of the 3rd person plural ending required for the verbs at the end, which affects two points.



ResultsPlus

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 is an example of an excellent translation. The candidate has a full grasp of the linguistic requirements at this level, although there is a small number of spelling / ending errors.

Translate the following passage **into Russian**.

Do teenagers care about the environment or are they only interested in the latest mobile phones? In a recent survey, 95% of them said that they are worried about global warming, and that we should do more to protect the world in which we live.

Many young people say that they walk or travel by public transport, take a shower instead of a bath and recycle rubbish. They want their parents to help, and they think about the future positively.

(10)

Забоятся-ли подростки об окружающей среде
или только интересуются последними мобильными
телефонами? Согласно недавнему опросу, 95 процентов
из них сказали, ~~то~~ что волнуются
по поводу потопления, и что мы должны делать
больше, чтобы сохранить мир, в котором мы
живём. Многие ^{не} молодые ^{не} люди ~~много~~ говорят, что
они ходят пешком или путешествуют
общественными видами транспорта, берут
душ вместо купания в ванне, и перерабатывают

мусор. Они хотят, чтобы их родители им

помогли, и они ^{будущем} позитивно думают о ~~будущем~~.



ResultsPlus

Examiner Comments

This translation scores 10 out of 10. The only point lost is for 'согласно недавнему опросу'.

This candidate knows a lot of the vocabulary required for this task, but has little ability to manipulate the grammar required.

Translate the following passage **into Russian**.

Do teenagers care about the environment or are they only interested in the latest mobile phones? In a recent survey, 95% of them said that they are worried about global warming, and that we should do more to protect the world in which we live.

Many young people say that they walk or travel by public transport, take a shower instead of a bath and recycle rubbish. They want their parents to help, and they think about the future positively.

(10)

Молодые люди ^{заботятся} об окружающей среде или они только ^{интересуются} последними мобильными телефонами? По результатам недавнего опроса, 95% из них заявили, что они обеспокоены глобальным потеплением, и что мы должны сделать больше для защиты мира, в котором мы живем.

Многие молодые люди говорят, что они ходят или ездят на общественном транспорте, принимают душ вместо ванны и перерабатывают мусор. Они хотят, чтобы их родители помогли, и они думают о будущем позитивно.

Многие молодые люди заявляют, что они обеспокоены глобальным потеплением, и что мы должны сделать больше для защиты мира, в котором мы живем.

Многие молодые люди заявляют, что они обеспокоены глобальным потеплением, и что мы должны сделать больше для защиты мира, в котором мы живем.



ResultsPlus

Examiner Comments

This translation scores 3 out of 10. Only the items which require a knowledge of vocabulary alone have gained credit. Such translations are rare, but a lack of attention to grammatical awareness is an issue for some candidates.



ResultsPlus

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.

This question was the least popular of the creative options. Candidates were required to present a creative piece based on a photograph of a queue, with the question 'Why are these people in a queue?' The best answers explored a particular event which the people were queuing for and considered their emotions, or were written in the first person, from the point of view of someone in the queue. Other good answers took a narrative approach or journalistic approach. Lengthy scene setting often meant that very little happened and so the candidate scored badly for Understanding and Response. The least successful answers presented a list of reasons why people queue; these were not considered to be creative.

This candidate suggests that the queue we can see is of people who have come to the UK from all over the world looking for work. It suggests reasons why they have come, and urges us to consider the plight of refugees or asylum seekers. It is an unusual approach, but is engaging and though provoking, and a creative response.

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

Chosen question number: Question 2(a) Question 2(b)
Question 2(c) Question 2(d)
Question 2(e) Question 2(f)
Question 2(g)

На этой фотографии люди стоят в очереди уже который день. Они стоят около агентства, которое поможет им в поисках новой работы. Мы видим, что в очереди стоят люди практически со всего мира. Они приехали в Лондон из Европы, Прибалтики, Турции и Азии для того, чтобы ~~выбраться~~ начать новую жизнь в другой стране, научиться хорошей жизни и конечно же создать семью. В своих странах, они трудились за копейки и не получали удовольствия от работы.

Многие люди уехали из своих стран из-за природных катаклизмов, например, в Японии произошло землетрясение и много людей погибло. Многие из людей стали жить в очереди беженцев.

из таких стран как И Израиль, Сирия, Япония, Кенал и т.д. Они убежали из страны в поисках работы, потому что их дома были разрушены, деньги у них вместе с одеждой отобрали, так как все ищут что-нибудь полезное. Многие мужчины бежали из стран, опасаясь призыва в армию. Они видят что война беспощадна и только искалечит жизнь молодых парней. Теперь они ищут работу в Турции и хотят пережить и забыть все кошмар, который они пережили. У всех есть определённая специальность: водитель, строитель, учитель, бухгалтер и т.д. и они найдут работу в любой стране, не смотря на то, что они беженцы.



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Examiner Comments

This is an excellent answer. It scores full marks in all the mark bands apart from Organisation and Development, where the score is 14. The candidate engages the reader and we are made to think. There is a sense of a complete piece. The vocabulary is sophisticated and the language is well manipulated.

Question 2 (b)

There were a number of very good answers to this question, which was the most popular of the creative essays. This was the first year in which the first few lines of the creative piece have been given in the form of a dialogue, and the question specifically asked for the candidate to continue the dialogue. Many candidates did this extremely well, although there were more overlong essays for this question than for the other creative options. The most popular approach was for the person to have been on their way home from school where something or other happened to delay them until 1am, perhaps encountering a famous person or meeting an old friend and being invited to a party.

This candidate presents a dialogue where he tells the story of a meeting with a lost German tourist whom he helps make his way back to his hotel and then to the airport to catch a flight home. The mother, listening to the story, becomes increasingly sceptical about its authenticity. The piece has a swift pace, and uses the 200-word limit well. It leaves the reader amused.

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

Chosen question number: Question 2(a) Question 2(b)
Question 2(c) Question 2(d)
Question 2(e) Question 2(f)
Question 2(g)

Я пришёл домой в час ночи. Мама ждала меня
- Почему ты так поздно? - сказала она.
- Ну, это интересный рассказ... - проормотал я себе
под нос.
- Я вся внимание, - мама насукала и присела
на тумбочку, - ~~в~~ рассказывай.
- После школы я сразу пошёл к метро, чтобы
ехать домой. Но у самого входа я увидел растерянного
мужчину с камерой, нервно оглядывавшего по сторонам.
Я сразу понял: турист. Я подошёл к нему, спросил
по-английски, нужна ли ему помощь. Оказалось, что
его зовут Фредерик, что он из Германии, что ему надо
вернуться в отель, а потом сразу в аэропорт - у него уже
завтра рейс в Берлин. Но он потерялся.
Мама ухмыльнулась, приподняла брови. Я продолжал:
- Все-как я смог разузнать, в каком отеле он жил.
Вот только ехать до него почти час, - я стал говорить уверен-
нее, - делать ничего, не бросать же его. Как доехали, он
сказал, что он не знает, в какой аэропорт ему надо, а
билет у него на электронной почте - поэтому посмотреть

он сможет уже лишь в аэропорту.¹⁴³ Потому мне пришлось
самому искать из какого аэропорта вылетает вечером само-
лет в Берлин, на своём телефоне.¹⁶⁰ И вот, доведя его до
метро, я наконец освободился и поехал домой. Из другого
конца города.¹⁷⁶

- Все? - мама хитро рассмеялась, - а теперь
можешь сказать правду.

Я глубоко вздохнул.

- Мога бы сразу сказать, что не верю. Я видел
с друзьями и пропустил свой автобус...



ResultsPlus Examiner Comments

This is an excellent piece of writing. Careful use of language, a well-constructed and authentic dialogue, and good accuracy combine to make a piece which scores full marks across all categories. Even though the true story is not that exciting, we are swept along, and left smiling.



ResultsPlus Examiner Tip

When writing a story in 200 words, you need to think about plot carefully. You do not have space to describe the scene or the characters more than might be gained incidentally from the plot. It is best to jump straight in. Suspense and surprise are good tools for this task, and as we see here, a sense of humour also works well.

Question 2 (c)

This question required candidates to write a newspaper article in response to a headline given on the exam paper, in this case the story of a 90-year old woman who is still working. The requirement to write a newspaper article was realised successfully in the majority of cases, with some very convincing pieces which precisely reflected an appropriate journalistic register. Very often examiners were treated to uplifting tales of a woman who has served the community in one way or another for very many years, with 90-year old teachers, nurses and charity workers being common. Articles often described how the woman had lived through the second world war, and it was quite common for her to have survived the Siege of Leningrad. The very best answers indicated the reasons why she had continued to work into her 90s, using quotes from an interview with her, and rounded off the article with a comment on the nature of a society in which 90 year olds have to work.

This candidate succeeds in presenting a rather different and certainly original take on the question of something (rather than someone!) which is 90 years old and still working.

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

Chosen question number: Question 2(a) Question 2(b)
Question 2(c) Question 2(d)
Question 2(e) Question 2(f)
Question 2(g)

Ей 90 лет - и она ещё работает!

Вы думаете, речь идет о нашей сестричке?

Открыто. Сегодня в нашей рубрике „Интересное рядом“ мы расскажем вам об удивительной машине, которая на ходу уже почти столетие.

Семья, которой принадлежит автомобиль, любит звать его Вишенка, за вишневого цвета обшивки салона.

Вишенка была подарком прадеду починного инженера в посылке ухода на пенсию. Мужчина работал чертежником на автомобильном заводе, при этом весьма успешно. С этой машины машина стала семейной реликвией, передающейся по наследству старшему сыну на восемнадцатилетие (возраст, когда в России официально разрешено водить автомобиль).

Но в чем уникальность Вишенки? Ведь многие её „сородичи“ также бездумно функционируют и по сей день. Однако такой вопрос может задать только коллекционер в автомобильном деле любитель:

все прочие работающие машины находятся в музеях или военных ведомствах, где за государственной сметой проходит ^{музейный} психометр у квалифицированных

механиков. Вишенка не содержится в семье
среднего достатка, не готовой тратить баснословные
суммы на ремонт фирменного транспортного средства.
Разгадка этой головоломки проста: по наследству
мужчинам этого дружного семейства передается не
только Вишенка, но и способность разбираться в
машинах, что делает возможным почти бесplatный
ремонт автомобиля, ведь приходится закупать одни
только комплектующие.

Есть ли в вашей семье характерная черта или
способность, передающаяся по наследству? Поделитесь исто-
рией с нами, и она появится в журнале уже в следу-
ющем выпуске!



ResultsPlus Examiner Comments

This answer scores full marks across all categories. The piece is original, the language is in an appropriate register and the reader is left amused and rather surprised. It is an engaging article overall and certainly challenges our assumptions about what the headline might refer to!



ResultsPlus 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 to be an intelligent person you need to have read classical literature, was one of the most popular of the discursive essay choices. The word 'интеллигентный' was deliberate chosen over 'умный' to give the connotation of 'cultured' as well as 'clever', and the best candidates were able to pick up on this nuance. There were some excellent answers, and most candidates were able to present a suitably balanced argument, although there were a number of weaker essays where the candidate simply defended 'reading' without considering the other side at all, or failed to focus on classical literature rather than literature in general. The strongest answers began by presenting reasons why some might consider that reading the classics could lead to greater intelligence, generally because it gives people an awareness of history, exposes them to the beautiful language of the classical writers, and gives them an insight into the human condition. They then went on to suggest that intelligence might also be developed in other ways, such as through the learning of a language or through mathematics. Many candidates pointed out that professors of physics have no need of literature, and that modern literature might be equally as enriching as classical literature, but did still go on to conclude that the majority of those we consider 'intelligent' do read, or have read, the classics. A number made the point that not all those who read are intelligent, but that all those who are intelligent read. The very best answers had clear and convincing arguments for both sides, arguing that exposure to literature undoubtedly develops the human mind, but that there might also be other ways to achieve the same aim. The number agreeing with the statement was roughly equal to those disagreeing.

This candidate has produced a good essay which considers both sides of the argument. The first half points out that some consider that all intelligent people know about culture and the classical literature is an important part of that. It is also suggested that the classics help people to speak well. The second half spells out that perhaps literature does not make people intelligent, but rather that this happens through working hard in school, or that they are simply born that way. The candidate concludes that the most intelligent people study physics rather than literature, and that there are a range of different types of intelligence.

В заключение, однако все шенна об этом, потому что ~~я думаю~~ ^{я думаю}, я думаю, что так не было, и что так ~~не было~~ ^{не было} интеллектуально, потому что самое интеллектуальное место в мире ~~взывает~~ ^{взывает} физическую, и не интеллектуальную, и потому, что не было так, потому, что есть много вариантов интеллектуальное место.

~~Word: 295~~

* и есть много способов интеллектуальное место.



ResultsPlus Examiner Comments

This candidate uses a range of essay phrases and complex structures, and so the mark for Range and Application of Language is 9. Accuracy is also very good, with a mark of 5. The ideas presented are a little simplistic in places, and not always fully explained. Some of the ideas in the conclusion are not mentioned or explained fully earlier in the essay. Despite this, this is a successful piece, and scores 13 for both Understanding and Response and Organisation and Development.



ResultsPlus 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.

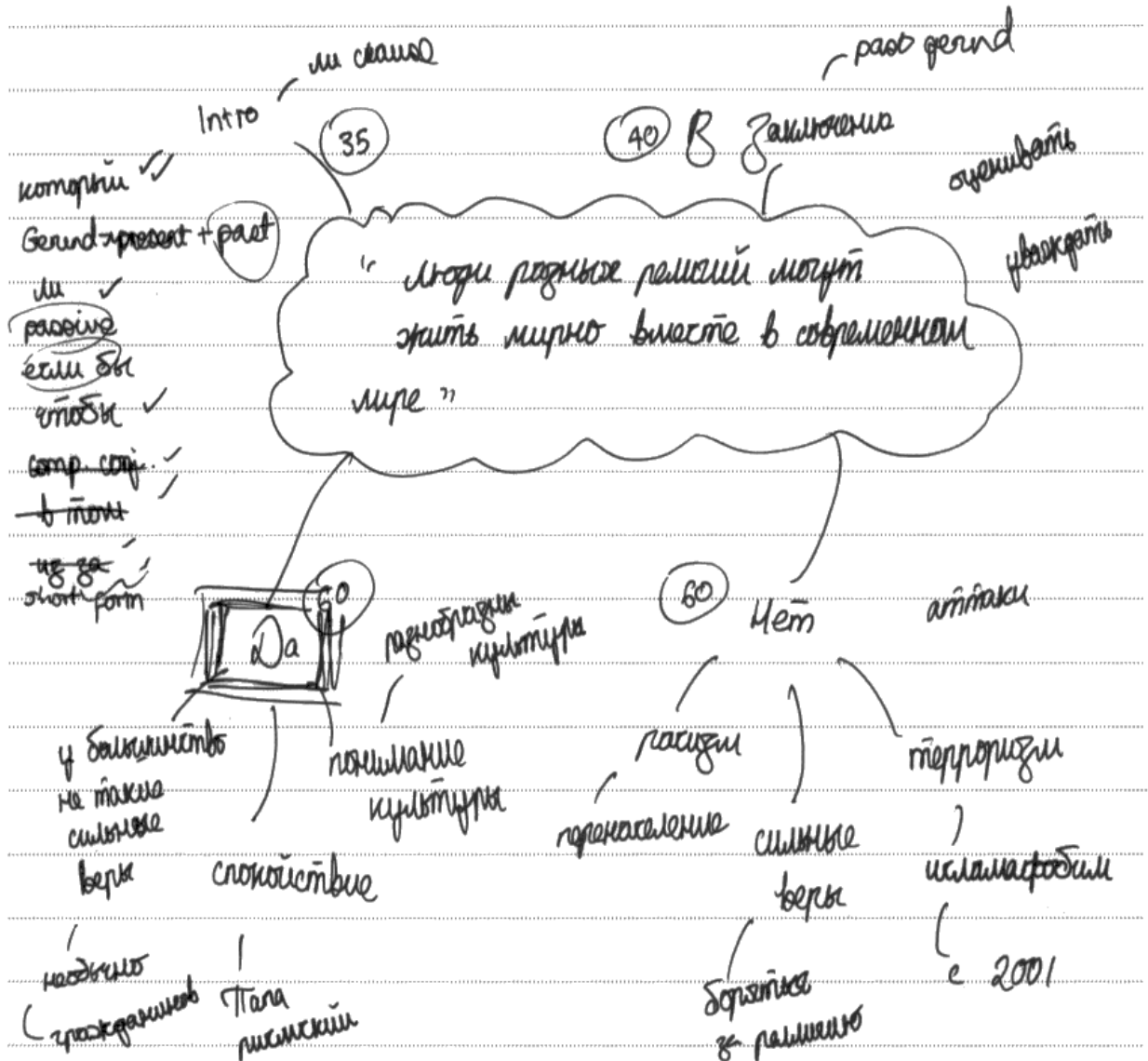
Question 2 (e)

This question required candidates to reflect on whether people of different religions are able to live peacefully together. It was a popular choice and enabled candidates to examine a very current and quite challenging issue. There were some excellent answers which explored, on the one hand, the idea that people of different religions have been in conflict with each other for centuries, often citing current extremist terrorism as the evidence that this problem will never go away. On the other hand, it was argued, people of different religions live peacefully together in many cities in the UK, and candidates with personal experiences of multicultural schools were able to support their argument with examples. The very best essays succeeded in making the point that most, if not all, religions teach respect and tolerance, and that this would support the idea that peace is possible. Weaker answers tended to make sweeping generalisations, or lack the language to present sophisticated ideas accurately enough.

This candidate has produced an excellent, well-structured answer. There is a useful plan, reproduced here to help demonstrate the thought processes which have led to a successful answer. The candidate explains that some people have very strong beliefs and think that they need to fight to defend their religion, and points out that there is much Islamophobia in the world. On the other hand, we are told, we now understand other cultures much better than we did before and religion can be a force for peace. The candidate concludes that we ought to work together to counteract racism, and that this would help people to live together peacefully.

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

- Chosen question number: Question 2(a) Question 2(b)
 Question 2(c) Question 2(d)
 Question 2(e) Question 2(f)
 Question 2(g)



в реальности ^{было бы}
стареет, но ^{на самом деле} не стоит бороться за религию например.

В заключение ~~является~~ является ясным, что несмотря на трудности, можно жить ^{мирно} ~~спокойно~~ вместе. Понимая об этом кажется, что сейчас мы лучше понимаем другие культуры, чем в прошлом и если бы мы работали вместе против расизма мы могли бы жить ~~спокойно~~ спокойно с людьми разных религий.



ResultsPlus

Examiner Comments

This essay shows the value of careful planning. The best discursive essay answers virtually always show some evidence of such planning. The essay scores 13 for Understanding and Response, 14 for Organisation and Development, 8 for Range and Application of Language and 4 for Accuracy.



ResultsPlus

Examiner Tip

You must carefully count the words in your essay and ensure that it is not too long. The 200th word must lie in the final sentence to avoid the mark for Organisation and Development in otherwise excellent essays being capped at 9.

Question 2 (f)

This question was one of the most popular discursive essay options. Candidates were required to consider whether buying fashionable clothes could be considered a waste of money. There were very many learner candidates who wrote convincing answers, perhaps because they had personal experience to draw on, although weaker essays tended to declare that they disagreed with the statement in the first sentence and tended to be very one sided. Convincing essays often pointed out that fashions change very quickly and therefore it is certainly a waste of money to keep up with fashion, also noting that non-designer clothes are often much cheaper and could look fashionable. On the other hand, it was often argued, fashionable clothes are usually well made and last a long time, and that some people gain a lot of satisfaction from following fashion in the same way that others do from going to the cinema or eating out. Many simply stated that if someone has money to spend on the latest fashions, then he or she should be able to do so freely. Weaker answers were often too personal or lacked insight into the wider fashion industry or the ramifications of issues such as debt and addiction to shopping.

This candidate offers a helpful introduction to the essay and goes on to suggest that some people think fashion is important and enjoy buying new clothes. For these people, 'looking good' is important and fashion is a hobby for them; it is better to spend money on clothes rather than on cigarettes or drugs. On the other hand, we are told, money does not lead to happiness, and that there are more important things than clothes such as family and education. The conclusion suggests that spending a lot of money on fashionable clothes would be a waste, but that it does depend on the individual.

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

Chosen question number: Question 2(a) ☒ Question 2(b) ☒
Question 2(c) ☒ Question 2(d) ☒
Question 2(e) ☒ Question 2(f) ☒
Question 2(g) ☒

В нашей гит, когда призраки, а что моя
сетка популярная и сетка важна для успеха
людей. Но, возможно ли мне попробовать Новую
современную одежду или нет?

В много людей говорят, это да, моя сетка важна.
Особенно для молодежи, моя одежда имеет значение
но они тоже хотят попробовать новую одежду, чтобы выглядеть круто.
Сейчас. Они считают, это это важно попробовать
одежду по-другому, и разнообразие людей очень важно
попробовать новую одежду. Это как ходить и делать
много счастливыми. Это может и помочь другим

В заключение, я лично думаю, что это не
проста гетерогенная группа может быть
если это что мы хотим. Но, я полагаю,
это гетерогенная группа в сети следующих
контекстах следующая группа гетерогенная. В общем,
это зависит от человека.



ResultsPlus

Examiner Comments

This essay is successful in many respects, although some of the points made are rather vague and it does not always hang coherently together. The arguments suggested are sound in most cases, although the candidate would benefit from more careful planning of how the points suggested can reflect and respond to each other. The language is appropriate for the task, although a wider range of more difficult grammar and complex structures would have enabled the candidate to score higher than 7 for Range and Application of Language. The mark for Organisation and Development is 14, for Understanding and Response, 13 and for Accuracy, 4.



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', 'однако нельзя забыть', 'из вышесказанного можно сделать вывод, то', 'ясно, что', 'прибавляя к этому', etc.

Question 2 (g)

This was the least popular of the discursive essay options and required candidates to consider whether the state should do more to help tourists from other countries. Many weaker candidates tended to offer a discussion of the merits or otherwise of tourism per se, rather than of state support for tourists. Successful essays focused more often than not on the financial returns which could be gained from investment in tourist infrastructure, on the positive image on the international stage which a good tourist experience creates, and on how in times of financial crisis, it might not be appropriate to make these investments but rather spend money on supporting education or welfare for local people. Candidates with a more sophisticated understanding of the issues often suggested that it is not the role of the state to support tourists, but rather that of private enterprise, but also that there are some things which only the state can achieve, such as easier access to tourist visas. Many candidates offered a list of things which the government could do to help tourists (such as signs in foreign languages or free travel on transport networks), but did not consider the wider implications or benefits of these effectively.

This candidate presents an excellent essay. It is suggested that the government should do more to help tourists because they bring money with them which in turn leads to advantages for local people. On the other hand, we are told, tourism can have a negative effect on the environment. The candidate concludes that the negative impact which tourism has is not outweighed by the positive, and that the government should not therefore encourage more tourism by investing in it.

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

- Chosen question number: Question 2(a) ☒ Question 2(b) ☒
 Question 2(c) ☒ Question 2(d) ☒
 Question 2(e) ✗ Question 2(f) ☒
 Question 2(g) ☒

Plan:

*Успокоить
 боясь за
 свой мир и
 безопасность
 жителей*

180-200 words

~~People of various religious faiths live peacefully together~~
 do more to help tourists of other countries
~~Government should encourage tourists~~

Сейчас многие люди обеспокоены, потому что они хотят жить в мире и безопасности.

Yes!
 Да, чтобы поощрять туристов
 • Yes, to encourage tourists to

Зачем им терять время на то, чтобы беспокоиться о безопасности? ...

come to the country + to spend money → this is good

отдыхать в другой стране, но и gastar деньги в местном городе

... которая, с которой работают в Азии, экономика, которую мы знаем.

→ туристы в основном собираются из

... что когда вы видите в том, что когда вы смотрите

→ в основном туристы из Америки.

... потому что мы знаем, что когда вы смотрите

Conclusion: (We need to do more about climate change)

- serious issue (situation is complicated, as however paradoxical it may seem)

→ предложение правительства

Согласно недавнему исследованию, Лондон занимает первое место по числу туристов, которые посещают каждый год — ^{получаем} примерно 8 миллионов посетителей, ~~каждый~~ ^{туристов} ~~туристов~~. Одни считают, что в Англии слишком много ~~туристов~~ ^{туристов}, однако другие думают, что туристы оказывают положительное влияние на страну, и, в результате, надо, чтобы правительство больше помогло ~~туристам~~ туристам. Лично, я не уверен.

Те, кто думает, что правительство должно делать больше, чтобы им помочь, говорят, что туристы — полезные для нас. Туристы покупают наши товары и, таким образом, они поддерживают работу в ~~этой~~ нашей стране — они не только отвлекают внимание от страны, но и буквально ~~да~~ дают деньги местным людям. Это ~~приведет~~ ~~к~~ может привести к улучшению качества материальной жизни в стране. Так-что, ~~прав~~ правительство должно ~~еще~~ делать больше, чтобы ~~им~~ помочь туристам, чтобы поощрять больше людей приехать в Англию. Например мы должны больше вкладываться в аэропорты.

С другой стороны, ~~есть~~ другие считают, что туристы вредны для страны. Скорость, с которой загрязнение увеличивается, неуклонно ~~растет~~ растёт. К сожалению, самолёты выдают много дыма и туристы ~~еще~~ бросают мусор на улице. В этом смысле, можно спорить, что нам надо сокращать количество туристов, чтобы замедлить экологию, и ~~по-этому~~ ^{по-этому} нам не надо им помогать.

(Final sentence on top) (P.T.O.)

В заключение, хотя, с точки зрения экономики, туристы
- полезны, я думаю, что надо думать не об этом, а о том,
что является проблемой - огромная утрата, и так-что
надо уменьшить количество туристов в Англию - государство
не сможет ^{выдержать} / выдержать туристов.



ResultsPlus

Examiner Comments

This is an outstanding essay. Rather than focus on specific things which the government could do to support tourists, the candidate has examined the wider picture and picked up on a particularly modern problem - the fact that investment in transport infrastructure brings economic benefits but also environmental problems. The linguistic level and register are extremely good and the candidate succeeds in scoring full marks in all categories except Understanding and Response, where a mark of 14 reflects the slightly unbalanced nature of the points made.



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; the 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. There was an increase this year in the number of candidates who 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 and on the exam paper itself for the research to relate to the 'culture and / or society of a Russian-language country, countries or community.' It was therefore surprising to read essays on 'Of Mice and Men' and the economy of Lanzarote. 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.

This question required candidates to demonstrate their research about and understanding of a Russian-speaking geographical region or city, and specifically recent economic changes in and whether these are important for the region. Many, but far from most, candidates were able to offer some factual detail about the economic issues facing their chosen region, but very few were able to give sufficient detail to warrant scoring in the highest mark band for this question. Often, candidates described the impact of recent Western sanctions on the area they had chosen, and this showed some understanding. The analysis of the importance of the economic changes was often tacked on the end and not integrated throughout. The most successful essays mentioned specific events (such as the Sochi Olympics), local industries or recent building work and the positive effect of these had on the area. Centres and candidates are reminded that, although the questions are expressed in two parts, the best essays will integrate these two parts together. Once again, the most common regions / 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. Perhaps

predictably, Donetsk and Donbass now feature more frequently than in the past.

This candidate describes the economy of Ukraine, and explains why recent changes have been important and the effects that they have had. A wide range of statistical data is given to support the points made.

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

Chosen question number: Question 3(a) Question 3(b)
Question 3(c) Question 3(d)

План:

Возвращение - Еврамайдан

Сокращение ВВП

Падение валюты

Увеличение безработицы

Что можно сделать и зачем

Sources: The Economist

korrespondent.net

tradingeconomics.com

Financial Times

Украина. Эта страна является кладезем экономических проблем. Декабрь 2013 года стал роковым для экономики Украины и ознаменовал череду экономических изменений.

~~Министр~~ Не смотря на то, что П. Порошенко обещал процветание и благополучие, на данный момент наблюдается только крах экономики. The Economist прогнозировал падение ВВП на 30-40% к концу этого года и это не так далеко от истины.

~~Рост~~ Рост ВВП составляет -17.4%. В год по статистике ~~и~~ tradingeconomics.com. В то же время, инфляция достигла 57%, а Нацбанк и его глава даже не знают, что делать. При задолге в 72 млрд долларов, или 79% ВВП, такие изменения ставят страну в невыгодное положение, а улучшения благосостояния и быть не может.

Валюта Украины упала до 21.4 гривен к доллару а в один момент, по информации Financial Times, курс

составляет 40% от одного. Это значит, что импортные продукты дорожают и стабильности в стране не наблюдается. Только у В. Кличко, мэра Киева, все стабильно. Без прозв в метро стоит всё так же один хитомчик. Учитывая столицей жизни в столице, можно предположить всю негативного изменения. Все эти изменения ведут к увеличению безработицы, которая составляет 9.7%, по статистике kongresprodbent.net. Люди не могут позволить себе базовые вещи, а государство продолжает тратить по 10 млн. долларов в день на войну на Донбассе. При отсутствии иностранных инвесторов, найти высокооплачиваемую работу в Киеве нереально. Украина и власти столицы должны ^{повернуть} ~~изменить~~ эти экономические изменения. Прекращение войны было бы хорошим шагом на пути к этому. Без позитивных изменений в экономике весь смысл революции пропадет.



ResultsPlus Examiner Comments

This is a rare example of a 3(a) answer which scores in the higher mark bands. The candidate has clearly completed appropriate research and this is demonstrated by the factual content. The essay scores 6 for Quality of Language, 8 for Organisation and Development and 26 for Reading, Research and Understanding.



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.

Дополнительно, в 1928 году Джугашвили представил первый пятилетний план, который начал преобразовывать Россию из аграрной страны в индустриальную сверхдержаву. Сталин признал, что ^{в 1931 году} "Мы от 50-и до 100 лет позади передовых стран" и он так быстро сократил этот разрыв, ^{макс} что в современном мире экономика России ~~стала~~ соперничать с западными экономиками. Более того, ~~в~~ ^{с тех пор у} женщины ~~есть~~ ^{благодаря} Сталину, ~~который~~ ^{не мог} достигнуть амбициозные цели индустриализации. ^{без них}

Вдобавок, Сталин играл очень важную роль в развитии Холодной Войны после Второй Мировой Войны. Советские лидеры инвестировали огромные суммы в ~~развитие~~ ~~капитализма~~ ~~в~~ ~~развитии~~ М. Токке Вооружений, что привело к банкротству и разрушению СССР в 1991 году, что, конечно, сильно повлияет на современный мир. И потому же, русские граждане всегда были засыпаны пропагандой против Запада, как: "Они [капиталисты] никого не любят больше чем обманывать их сторонников", что сильно укрепило недоверие ~~между~~ населения, и в определенной степени ^{это} так глубоко установилось мышление, что в наши дни существует много недопонимания между Россией ~~и~~ ~~западными~~ ~~странами~~ ^{никто не отрицает, что} Западными странами (178)

Исходя из вышесказанного, Сталин был очень значительным ^{и недоверия} ~~человеком~~ для современного мира, из-за демократической ^{мысли} ~~мысли~~ русских людей ~~до~~ ^{до} свободы женщин ~~до~~ ^{до} СССР; он сказал в 1943 году: "Я знаю, что после моей смерти на мою могилу нанесут кучу мусора, но ветер истории безжалостно развеет

200

её" и так случилось :- Владимир Путин оправдывает геиство Сталина и принимает своё и адекватное отношение к едо-
векской жизни в качестве примера, как было в своё геиство
в Украине и Крыму. (first natural break)

(— = не считаем : имена, дата и цифры...)



ResultsPlus Examiner Comments

This is an outstanding Research-Based Essay. It scores 9 for Organisation and Development, 6 for Quality of Language and 28 for Reading, Research and Understanding. The candidate has a well-developed knowledge of the topic, makes appropriate assertions and incorporates analysis throughout.



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').

Question 3 (c)

This question required candidates to describe a significant cultural development in modern Russian-speaking society, and explain why this development could be considered interesting. The term 'culture' was interpreted widely. Many candidates focused on areas such as smartphones and the internet, immigration, alcoholism, the smoking ban, Russian education and Russian language. Homophobia in Russia was perhaps the most common choice of topic, and some candidates wrote very interesting essays on topics such as street fashion or the increase in the popularity of extreme sports. There were few excellent answers, with many candidates providing little factual content and resorting to sweeping generalisations. The best answers engaged the reader by providing some new or original insight and were able to provide factual content to back up the assertions made.

This candidate has chosen to examine racism in sport and the 2018 World Cup for his Research-Based essay. The candidate uses quotes and examples to back up the points made (this is entirely acceptable; 'factual content' does not have to be statistics) and the analysis is clear.

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

Chosen question number: **Question 3(a)** **Question 3(b)**
Question 3(c) **Question 3(d)**

Рассуждая Этом аспекте я хотел бы писать потому
я считаю что, расизм в спорте это огромная и очень
важная проблема в современном русскоязычном обществе.

к сожалению, сегодня расизм это очень большая
проблема в спорте потому что, появляется больше и
больше ситуации в новостях каждый день. так или иначе,
Кельза не ~~состоит~~ ^к согласиться с тем что, в любых
случае это необходимо обсуждать. до некоторой степени.
это зависит от ситуации, к примеру некоторый рекламщик
Земля говорил что, "Черны игроки "недостойны нашего
великого города". Это моральный вопрос для решения
проблема.

в результате
Узнав о такой серьезной проблеме это актуальный вопрос
и он должен быть решен. некоторый игроки не хотят
играть в России такие как, Ини Мбула. По мнению
специалистов, Николай Грамматов, секретарь союза
футболистов и тренеров России говорят что, "игроки могут
демонстрировать таким образом странам и властям свое
отношение к проблеме отказавшись играть в России".
~~Владелец тренер Земля, Луисо Саллава говорят от~~

участия в Матчсе, который на самом деле, главный тренер
Землина, который отлучил Спаллетти который от, участия
в Матчсе который Милкине злыость.

дела в том что, люди имеют моральный пролетка с
рассуждам. Некоторый люди считают что, Россия не должна
право право принимать кубок мира в две недели
всемобязательном году. Если я не согласен, согласна с тем что
всемобязательном пролетков из спорта пролетков что,
рассужд от их главный ^{с России} ~~делают~~. Это значит что,
люди имеют ~~моральный~~ ^{моральный} пролетка с Рассуждам.

также, Келья не согласен с тем что, футбол может
быть крупней пролетка потому что, на Милкине согласен
"одна с тем что ^{лучше} спорт ~~лучше~~ галаров так это ^{лучше}
самый главный кубок мира когда-либо.



ResultsPlus Examiner Comments

This is a good essay. The candidate takes an appropriate approach. It scores at the top of the second mark band for Reading, Research and Understanding and could be improved by more careful planning of the logical sequence of ideas. The mark for Quality of Language is 5 and for Organisation and Development is 8.



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 the relationship between two characters from it, explaining why the relationship can be considered significant. Candidates needed to present some factual information about the characters and their interactions and an analysis of the relationship, perhaps by considering its impact on our understanding of the themes presented, or its effect on the reader. To access the higher mark bands, the analysis needed to be integrated into the answer. As usual, lengthy retelling of the plot or descriptions of scenes did not score well.

Once again, this was by far the most popular discursive essay question, reflecting the fact that the majority of centres teaching Russian are requiring candidates to study literature or film. As usual, a wide range of literary works was featured, and the insight that these works have given candidates into Russian culture and history was pleasing. The most popular prose works studied by learner candidates in schools this year were Pushkin's 'Пиковая дама', Bulgakov's 'Собачье сердце' and Varanskaya's 'Неделя как неделя'. There has been a slight resurgence in 'Первая любовь' with at least one centre offering candidates who had studied Turgenev. Tolstaya's short stories have not returned, however. The most popular plays remain Chekhov's 'Вишнёвый сад' and 'Дядя Ваня' and Gogol's 'Ревизор'. Once again, some native speakers attempted to explore a relationship in one of the novels of Dostoevsky or Tolstoy, with 'Преступление и наказание' featuring often. These were occasionally successful, but candidates are reminded that in general novels of this length do not lend themselves well to a 200-word essay. The most popular film choice for schools remains 'Утомлённые солнцем', with 'Живой' close behind and 'Восток-Запад' also studied. Native speakers often chose 'Легенда № 17', with the Soviet classics remaining popular also. Overall, examiners were pleased with candidates' ability to identify a significant relationship and talk about the two characters involved. Good answers explained the significance throughout whilst giving concrete examples from the text or film - either through the use of targeted quotations or by explaining a scene or event.

The most successful essays identified the characters and their relationship in the first paragraph and launched straight into an analysis, with evidence, of why the relationship is significant. 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 has chosen to study Bulgakov's 'Собачье сердце'. The significance of the relationship between Preobrazhensky and the dog Sharik, later Sharikov, is discussed. The candidate uses quotations to back up the assertions being made.

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

Chosen question number: Question 3(a) ☒ Question 3(b) ☒
Question 3(c) ☒ Question 3(d) ☒

Написанная М. А. Булгаковым в 1925 г., пьеса

«Собачье сердце» это повесть-притча и несколько

булгаковское произведение это политическая сатира

на Октябрьскую революцию 1917 г. В повести - небольшой

круг героев, а, по-моему, самые интересные герои

являются профессор Филипп Филиппович Преображенский

и Понизиф Понизифович Шариков, и у них есть

очень важное и интересное отношение друг к другу

иб причин.

В начале повести, Шарик это «дохляк»,

далговязый, рваный, шлейка поджарая бездомной пёс»

→
который представляет ^{дегитата} "деребальномонти" ^{еих} русский народ а
(заговорит [↑] "у-у-у-у-у-у-у-у-у... я погидато")

"Заспудин" Преображенский ему ~~даёт~~ даёт колбаса и

сделает собаку с ошейником. Отношение между

этими персонажами очень интересное потому что,

согласно ^{под маской} дуэлякведет, "профессор Преображенский спрятит

В. И. Ленин и он помогает русским народом а потом

после операции ~~арт профессора~~ по превращению собаки

Шарика в товарища Полиграф Полиграфович Шариков -

которая это символически показана операция Давыдовиков

Над русским народом, у них есть трудячество

отношения с Шариковой ~~но~~ - символически изобразит

я ♣ И. В. Сталин.

Например, они не могут согласиться. Профессор

Не читает „правду“ и он ходит ходить в театр

На оперу, но а Шариков предпочитает ходить в

цирк и он говорит что театр - „Контрреволюция“.

Кроме того, в результате ~~эти~~ отношения

между двумя персонажами, профессор и его ассистент,

~~ран~~ Иван Арнальдович Беренштейн, решают превратить

Шарикова из опасного ~~и~~ представителя новой элиты

в союзики, и поэтому, из-за цензуры, книга была

(т.е. Булгаков хотел сказать чтоодни сталин - опасный для России)

впервые опубликована в СССР в ~~1972~~ 1987 г., почти 40

208 лет после смерти автора. Поэтому этот отношение

самое важное в новости „Собаке Сергею“.



ResultsPlus Examiner Comments

This is a very good essay. The candidate knows the text well and is able to use quotations to back up the points being made. There is clear awareness of social and historical context, and this is used to support the claim about the significance of the relationship discussed. The essay scores 26 for Reading, Research and Understanding, 5 for Quality of Language and 6 for Organisation and Development.



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 writes about the relationship between Kotov and Mitya in 'Утомлённые солнцем'. The essay focuses on how the relationship between the two men addresses the various themes of the film. Analysis is spread throughout and evidence from the film is used to support the ideas suggested.

'Утомлённые солнцем' - это фильм
Михалкова, ~~а~~ ^{которого} ~~действо~~ ^{который} ~~фильм~~ ^{который}
Происходит в 1930-е. Режиссёр рисует
картину жизни общества в период
Сталинизма. Главные ^{персонажи} ~~персонажи~~ в
фильме - митя и котов. Они
знают ~~и~~ ^{не}, из-за ~~тем~~ ^{тем}, которых

30
Они показывали вместе.

Во-первых, Митя и Кошов
показывали влияние Сталинизма в
обществе. ~~в 1936~~ Например, в эпизоде
в машине, Кошов говорит: «Знаешь ты...
это прямой телефон товарища Сталина...
я позвоню и такое скажётся в
вашем департаменте!» Это значит, что,
потому что это показывал слепую
веру в общество, ^{так как} потому что Кошов
верит, что Сталин не знает об
его аресте. К тому же, Митя
самолетом воздушный шар с портретом
Сталина, который отражает ~~ситуацию~~
машин влияния Сталина. Кроме этого,
Михайлов использует шаровую
молнию в даче и квартире Мити,
чтобы показывать как люди были
«обычными солдатами» (солнце - метафора
Сталина). Поэтому, ~~можно видеть, что~~
Митя и Кошов показывали, что это
было жесткий период в истории России,
из-за ~~влияния Сталина в обществе.~~

Во-вторых, Митя и Кошов ~~также~~
показывали тему предательства и

месяц вместе в фильме. Митя
^{хочит}
~~хотит~~ месяц, так как он верит,
что Котёв передаст это. Мы будем
это, когда Митя рассказывает сказку о
'Янине', чтобы отразить как Котёв
передал это. ^{кроме этого} ~~Также~~, Митя ^{также} ^и хочет
месяц, потому что он любит Марусс ^и
это значительное, потому что это передаёт
президи в фильме.

В заключение, ~~можно сказать~~, что Митя
и Котёв значительны вместе, потому что
они образуют знаменитые в фильме, и
как такие темы показывают президи ~~и~~
жесток ^{ий} период.



ResultsPlus Examiner Comments

This essay is well conceived and well structured. It scores 8 for Organisation and Development, 4 for Quality of Language and 24 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>

Ofqual



Llywodraeth Cynulliad Cymru
Welsh Assembly Government



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