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Examiner's Report Principal Examiner Feedback

Summer 2018

Pearson Edexcel GCE

In AS Russian (8RU0/02)

Paper 2: Written response to works and translation

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Paper Introduction

This was the first year of this AS Level paper and there were a range of responses from both candidates who have been taught Russian as part of their curriculum and from those who are native or heritage speakers of the language. There were excellent responses from both types of candidate and in many cases it is clear that teachers have studied the new specification carefully and taken note of the new markschemes.

The paper requires candidates to complete a translation into Russian and then write one essay on one of the texts of films that they have studied. The translation (section A) is worth 20 of the available 60 marks, and the essay (section B for texts and section C for films) is worth the remaining 40 marks, split between 20 marks for Content and Critical Response and 20 marks for Accuracy and Range of Language. An appropriate division of time in the examination would be for candidates to spend about 25 minutes on the translation and the remaining hour and 15 minutes on the essay, including spending time planning their response carefully.

In contrast with the legacy AS and A Level specification essays, there is no longer any penalty applied for essays that are overlong, although teachers and candidates are encouraged to produce essays that fall within the suggested 215-word limit for AS Level. Part of the skill at this level is to marshal material appropriately and be selective about what to include and what not to include. Quotations from texts or films are not counted as part of any word count, as previously.

Approaches to marking the translation and essay are considered separately below. Some examples of candidate responses are also given. Note that there are not examples for every essay question as the overall number of responses for some texts and films was very low, although as many examples as possible have been given to support teachers in preparing candidates for this examination in the future. The most popular essay choice was Pushkin's *Пиковая дама*, with Mikhalkov's *Утомлённые солнцем* close behind. Some candidates wrote essays on texts which are not in the specification (specifically on Gogol's *Ревизор* which is examined at A Level but not at AS Level), and these essays could unfortunately not be given any marks. Teachers and candidates are reminded to study the specification and list of set texts for AS Level in Appendix 2 (page 44) carefully.

The examining team would like to take this opportunity to thank those teachers of Russian who present excellent candidates and have prepared them thoroughly for the first year of this examination.

8RU0_02_Q01

Question Introduction

Section A of this paper required candidates to translate a short passage of English into Russian. The passage will always be based on one of the sub-themes from Theme 1 or Theme 2 from page 8 of the specification. The translation is split into 30 'assessable elements' (see the markscheme) and one mark is awarded for each correct element. For an element to be considered correct, it must have all the details contained in the English original (i.e. no word omitted) and the grammatical endings must all be correct (including noun, verb and adjective endings). Spelling errors that do not affect sound when read aloud are tolerated, provided they are not part of the grammatical ending. Having said this, one letter errors in adjective endings were tolerated as spelling errors.

Overall, the majority of candidates performed well in this task. As they had studied the topic of the translation, they knew the relevant vocabulary and were able to deploy their knowledge of grammar. Many learner candidates were able to score around 12-16 marks out of 20, although the number of learner candidates scoring above this was very low. Some native speaker candidates lost marks due to omission of elements, e.g. they failed to translate 'often' in the element 'often help children'. As with the legacy A Level specification, those with little ability to manipulate the grammar of the language scored very low marks in this task, even when they knew every word of the required vocabulary.

Candidates faced most difficulty with the following elements:

- 'The 1st of September in Russia' was often translated as a genitive of the numeral ('Первого сентября') - this was not accepted in this context as the date needed to be the subject of the following verb.
- Some candidates did not know 'The Day of Knowledge' and tried their own versions, such as 'День информации'. Instrumental case endings ('Днём знаний') and the singular ('День знания') were accepted here.
- 'This day is very important' often caused learner candidates to lose marks as they translated 'this day' as 'Это день'. Both short and long forms of the adjective were accepted.
- 'and it is also' was sometimes simply rendered as 'и' - this was not enough for a mark as it omitted some of the information contained in the English original.
- Translations of 'an official state' often contained spelling errors, although these were usually allowed under the principle outlined above.
- 'public holiday' caused many issues for candidates. Some tried to translate 'public' as 'публичный'. Examiners ignored additional words for 'public' if the word 'праздник' or 'выходной' was present, as it was felt candidates might not have sufficient knowledge of the English phrase 'public holiday' to know that it could be rendered with one word. 'День отдыха' was also a common translation and this was accepted.

- Many learner candidates made mistakes with 'Children give', translating it as 'Дети дают'.
- The dative was often omitted in the translation of 'their teachers flowers and presents'.
- The dative was also often omitted after 'помогают' in the translation of 'often help children'.
- In the translation of 'there is usually a show', 'usually' was often omitted.
- Learner candidates often did not know how to translate 'some' in 'where some teenagers'.

There were frequent verb ending errors in the translation of 'sing and dance'.

SECTION A: TRANSLATION

1 Переведите этот текст на русский.

(20)

The 1st of September in Russia is called "The Day of Knowledge". This day is very important for young people in the country, and it is also an official state public holiday.

Children give their teachers flowers and presents and celebrate the start of the academic year. Pupils in class 11 often help children who are starting the first year of school. There is usually a show where some teenagers and sometimes adults sing and dance.

Первое сентября в России называется "День знаний". Этот день

очень важный для молодых людей в стране, и это тоже официальный

государственный праздник.

Дети дают учителям их ^{цветы} подарки и поздравляют

начал школьного года. Ученики в гимназическом классе часто

помогают детям, которые начинают новый ^{курс} школы. ^{Если} есть обычно

шоу, где некоторые ^{музыкальные} молодые люди и иногда справят спектакль

песни ребята и танцуют.



Introduction

This is an example of an accomplished translation. The candidate has a good knowledge of the nuances in the English and is able to render them well in Russian.

Examiner Comment

This candidate has scored full marks in the translation. The candidate has paid close attention to the context of the English and no word is omitted.

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.

SECTION A: TRANSLATION

1 Переведите этот текст на русский. (20)

The 1st of September in Russia is called "The Day of Knowledge". This day is very important for young people in the country, and it is also an official state public holiday.

Children give their teachers flowers and presents and celebrate the start of the academic year. Pupils in class 11 often help children who are starting the first year of school. There is usually a show where some teenagers and sometimes adults sing and dance.

Первое сентября в России называется "День Знаний". Этот день очень важен для молодежи в стране, и это также официальный государственный праздник.

Дети дарят учителям цветы и подарки и отмечают начало учебного года. Ученики 11 класса часто помогают детям, которые начинают первый год школы. Обычно проходит выступление, в котором участвуют подростки и иногда взрослые поют и танцуют.

DO NOT WRITE IN THIS AREA

Introduction

This is a further example of a very good translation. There are no grammatical errors and the candidate has a good command of the vocabulary required for the task.

Examiner Comment

This translation scored 18 out of 20. Marks have not been awarded for two elements - 'an official state' (as there is no translation of the word 'state') and for 'some teenagers' (as there is no translation of the word 'some').

Examiner Tip

Candidates are reminded to read the English carefully and ensure that no word is omitted in their translation.

SECTION A: TRANSLATION

1 Переведите этот текст на русский. (20)

The 1st of September in Russia is called "The Day of Knowledge". This day is very important for young people in the country, and it is also an official state public holiday.

Children give their teachers flowers and presents and celebrate the start of the academic year. Pupils in class 11 often help children who are starting the first year of school. There is usually a show where some teenagers and sometimes adults sing and dance.

Первое Сентября в России называется "День Знаний". Этот день очень важен для молодежи в стране, и он также официальный государственный выходной.

Дети дарят своим учителям цветы и подарки, и отмечают ~~первое~~ начало учебного года. Ученики 11^{го} класса часто помогают детям которые начинают первый год школы. Обычно есть шоу, где некоторые подростки и иногда взрослые поют и танцуют.

Introduction

This is a good translation for a learner candidate at this level, and typical of examples from taught candidates seen this year. The candidate clearly has a very good command of the grammar and vocabulary required.

Examiner Comment

This translation scores 12 out of 20. Many of the errors outlined above are shown here. Marks have been lost for the following elements - 'Day of Knowledge', 'Children give', 'their teachers flowers and presents', 'the start of the academic year', 'often help children', 'where some teenagers', 'and sometimes adults', 'sing and dance'.

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.

8RU0_02_Q02

Question Introduction

In section B or C candidates were required to write an essay on one of the texts of films that they have studied that presented a critical response. A critical response is defined in the specification as the presentation and justification of points of view, the development of arguments and the drawing of conclusions based on understanding. Accordingly, essays that simply re-presented the story from the text or film scored very low marks. A critical response always involves the candidate using the essay to make points about the question being asked and using evidence to back up these points.

Essays that scored the highest marks (17-20) in the 'Critical Response' (AO4) mark grid were relevant, succinct, carefully planned and focused on giving a critical response throughout. Examples (usually in the form of targeted quotations or short descriptions of events or actions) were used consistently to back up the points being made, and the points were linked to an overall argument. Structure was fully coherent and the examiner could follow the sophisticated points being made throughout. There was no retelling of the story or lack of focus on the specific question being asked, although it was not necessary to answer the specific bullet points given, as these are only a guide as to how an answer might be structured. There was invariably a very detailed knowledge of the text amongst those candidates scoring the highest marks.

Essays that scored the highest marks (17-20) in the 'Accuracy and range of grammatical structures and vocabulary' (AO3) mark grid had a range of complex structures (such as passives, relative pronouns, extended sentences expressing sophisticated points etc.). There was regular use of terminology and structures appropriate for critical response in a literature of film essay, with a good

command of specialist vocabulary such as 'director', 'character', 'plot', and also frequent structures allowing for appropriate critical response (such as 'the reader can see that...', 'from this it can be concluded that...' or 'this quotation shows that...'). To score the highest marks, writing does not have to be error free, but the general impression does have to be of accurate language with errors likely to be in more unusual or irregular forms.

Question 2 on Pushkin's *Пиковая дама* was the most popular of the essay options, although answers were almost exclusively to question 2a (the role of Germann) rather than question 2b (supernatural forces). More answers to this question tended to be descriptive rather than critical, and this contributed to a lower average mark for Critical response (AO4) than answers to question 6 on *Утомлённые солнцем*. Very often candidates simply described Germann's actions in the story, rather than explaining what his actions tell the reader about him, or what Pushkin is trying to tell us through his presentation of the character.

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 ☒ Question 3 ☒ Question 4 ☒
Question 5 ☒ Question 6 ☒

In the box, state whether you are answering part (a) or part (b). a

Write your answer here:

Германн — один из главных героев социально-философской повести "Пиковая Дама". Он — военный инженер, не получив от родителя большого капитала, вынужден "жить на одно ~~небольшое~~ жалование, не позволяя себе малейшей прихоти". Это рассудительный и разумный человек, о чём говорят его немелкие корки.³⁵

К сожалению, азарт к карточным играм считается его грехом. После рассказа его друга Томского о таинственной комбинации трёх карт Германн накликает быть зависимым ~~на~~ этой идеей. "Сильные страсти и острое воображение" Германна воспаляются.³² Он готов на всё, лишь бы узнать тайну трёх карт.⁴⁰

Германн использует бедную помещицу старую графиню - Лизавету, которая решает его участь. Лизавета становится ключом в дом графини, где инженер может найти ответ на свой вопрос.

Поэтому ухаживания Германна в сторону Лизаньки оказываются неправдой. Жажда богатства погубила все моральные качества Германна.

Он + В конце концов Он теряет самое нежное и преданное чувство влюбленности, к которому оказывается ему Лизанька, из-за катастрофически сильного желания узнать преуспеть в картах.⁵⁷

Более того, после смерти графини Германн овладевает растерянностью и безумием. Смысл его жизни становится тайна, "которая погубит его." ~~Однако, старая графиня Анна Федотовна Томекая приходит к нему во сне на следующий день после похорон. Германн не может поверить тому, что "тройка, семерка и туз" станут для роковые, роковыми на пути выигрыша.~~

В конце повествования Германи заканчивает свои дни в Обуховской больнице, где не может смириться с проигранной карточной игрой и видит сверхъестественным образом графиню в образе Пиковой дамы на игровой карте.

Таким образом, А.С. Пушкин показывает важность самосохранения, любви и общих ценностей, которые нельзя променять на материальные категории. Образ Германи несет в себе только пошлительные помыслы. Каждый читатель сможет извлечь для себя последствия радикальной концовки этого произведения.

[213 слов]

Introduction

This candidate's essay addresses the question set out well. The candidate has kept within the required word limit. The character of Germann is related to the wider themes that the story presents.

Examiner Comment

This is a good essay at this level. It scores within the highest mark bands for Critical Response and Accuracy and range of structures and vocabulary. The candidate knows the text well, gives a relevant response that is focused on critical points rather than any re-telling. The points are sophisticated and well expressed. The structure is coherent and the language used appropriate.

Examiner Tip

Candidates should make sure that they have a range of structures at their fingertips to help them to write a 'critical response'. These include phrases such as 'this shows that', 'the reader gets the impression that', etc.

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 Question 3 Question 4
Question 5 Question 6

In the box, state whether you are answering part (a) or part (b). a b

Write your answer here:

В повести А.С. Пушкина «Киковая Дама» ^(1834 г.) Утковский герой Германн играет важную роль для раскрытия темы аристократии, жадности и зависимости от денег.

Германн является "сыном обрусевшего немца" с "сильными страстями и ослепленным воображением". Он типичный представитель XIX века. Узнав о тайне трёх карт, характер Германна очень сильно ^{меняется} ~~изменяется~~. Тайна "очень сильно повлияла на его воображение", и если в начале повести он был честолюбивым, честоустремленным и спокойным, то в конце он алчный, жадный и погружен в глубокий позор. В начале повести Германн не видит смысла "жертвовать необходимыми в надежде приобрести изысканнее", но как только он слышит историю Томского, он решает ~~то~~ сделать все, что может, чтобы добраться до графини, и даже ^{хочет} ~~хочет~~ "стать её любовником". Это показывает, что Германн готов пользоваться и ^{играть} ~~играть~~ женскими чувствами ради своей цели. Из-за "нехватки времени" Германн решает

использовать "бедную воспитанницу" Елизавету Ивановну, чтобы добраться в дом графини. Лиза "домашняя мученица" и больше всего "желает найти избавителя". Она "виновата во всех ошибках автора" и "отвечает за погоду". По моему мнению, Германн совершенно не любит Лизу; она лишь понравилась Германну как средство пойти до Графини. Он "писал письма взятые из немецких романов", показывая его 'старание' писать от души. Его эгоизм и жадность больше всего просвечивается после смерти графини, когда его больше волновало "потеря тайны" чем смерть старухи. Автор решил наказать Германна в виде проигрыша "тройка, семерка, дама!" так как у него даже не хватало совести осуществить желание графини - жениться на Елизавете.

Германн является ^{архив} предупреждением не терять человеческое в погоне за богатством.

Introduction

This is a further example of a high-scoring essay on Pushkin's *Пиковая дама*.

Examiner Comment

This is a good essay. The candidate scores in the highest mark bands for both mark grids. Targeted quotations are used well to back up the points being made, and there is an overall thread to the argument. This is the kind of essay on AS Level literature texts that all native-speaker candidates should aim for in their preparation for this exam.

Examiner Tip

Remember that candidates should have detailed knowledge of the text to score well. They should prepare short quotations on a range of themes and characters and be prepared to use these in their essay.

8RU0_02_Q3

Question Introduction

There were very few answers to question 3 on Chekhov's Вишнёвый сад. Those that were presented usually showed a good knowledge of the play, although in some examples candidates referred to the play as a 'story'. Candidates are reminded that they should have a good technical vocabulary for discussing literature, and in the case of plays, should refer to the 'play', 'audience' etc., rather than the 'book' or 'reader'.

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 ☒ Question 3 ☒ Question 4 ☒
Question 5 ☒ Question 6 ☒

In the box, state whether you are answering part (a) or part (b). b

Write your answer here:

Ваневская родилась в аристократической семье, где мальчики учились управлять имением, а девушки учились как поддерживать свою семью. Это связывалось с её неумением саботировать своего сада, потому что она не умела как разбираться в этих вещах когда она была маленькая.

В пьесе "Вишнёвый сад" Антон Чехов представляет Ваневскую как инертного и легкомысленного человека. Это можно видеть когда Лопахин говорит: "Хороший она человек, лёгкий, простой". Слово "лёгкий" может означать, что (она) она беспредельная и у неё есть чистая душа, но также оно может означать, что она не очень интеллигентная, у неё лёгкий мозг. Её инертность можно увидеть когда она приезжает в Париска, вводит в дом: "Детская, милая моя...".

Антон Павлович представляет свою героиню - Ваневскую - как противоречивый образ. С одной стороны, Ваневская очень любит и преданно относится к своей семье, а с другой, она не хочет помогать и поддерживать,

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 Question 3 Question 4
Question 5 Question 6

In the box, state whether you are answering part (a) or part (b). (a)

Write your answer here:

В "Неделя как неделя", Баранская описывает несколько ~~персонажей~~ персонажей как Люси Маркрян, Люси Лычковой и Мары Матвеевна, а так же героиню ~~этого~~ этого текста Ольгу Воронову. У каждой женщины разная жизнь, и это читателю говорит что в Советском Союзе у каждой женщины ~~были~~ были свои обстоятельства, особенно во время когда ~~Баранская~~ Баранская написала этот текст в 1960-их годах, только около двадцать лет после войны. В ~~то~~ то время многие женщины были ~~не связанные~~ ^{как Люси} связаны с мамой одиночки, потому что ихние мужья уехали воевать и часто не возвращались. Но часто многие мужчины изменяли своим женам жонам, как в случае Люси Лычковой где она оказалась любовницей женатого мужчины. Люси забеременела а ~~ее~~ отец ребёнка её бросил. Потому что она узнала про беременность поздно, она не смогла сделать аборт, и живет в коммунальной квартире. Баранская описывает её жизнь как отражение своей жизни когда она оказалась матерью одиночкой.

как Ольга. С феминистского персепка, ~~это~~ Баранская показывает что женщины работали точно также как и мужчины и на работе находилось рабочее равенство. Но дома, мужья или отцы становились главами семьи.

В общем, ~~роль~~ ~~роль~~ Мэри Бемменкой находится символом одинокой мамы в Советское время и ихна тяжколая жизнь. Мэри черная находится в роли женщины которые ~~жили~~ жили в коллортю но с плохими отношения с мужчинами. Роль Марьи Матвеевной находится именная женотдема на главные принципы которая женщина должна выполнять что быть настоящей "Советской жести женщиной."

Introduction

This is an example of a candidate who knows the text well, but who would benefit from clearer advice on the structuring of an examination essay.

Examiner Comment

This essay makes some very good points and uses the text well to back these up. Vocabulary is highly appropriate for the task. The candidate scores in the top band for 'Accuracy and range of grammatical structures and vocabulary', and in the second band for 'Critical response'. It is substantially longer than the suggest essay length, and this shows that the candidate needs to think more about essay structure and marshalling of material.

Examiner Tip

Candidates should ensure that they select their material carefully, perhaps planning the essay in advance. Essays that are too long are likely not to focus on a succinct critical response.

8RU0_02_Q05

Question Introduction

There were very few answers to this question on Shepitko's Крылья. A small number of candidates write a general answer to question 5a on the differences between the generations, comparing the attitudes of young people in 2018 with those of older people, and clearly having no knowledge of the film in question. The most successful answers used examples from the film to illustrate the points being made.

8RU0_02_Q06

Question Introduction

There were some excellent answers from learner candidates on Mikhalkov's Утомлённые солнцем. The best candidates had clearly studied the film in depth, focused clearly on the key scenes and what they show us about the themes and characters, and had a good understanding of the social and historical contexts. Candidates had also been taught how to structure their essays well. Weaker answers often lacked the level of language required to make sufficiently sophisticated points.

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 ☒ Question 3 ☒ Question 4 ☒
Question 5 ☒ Question 6 ☒

In the box, state whether you are answering part (a) or part (b). a

Write your answer here:

~~Точка композитируема - ^{калпымал} ~~Умалкырма~~ ^{Салтып} ~~Салтып~~ -~~

Hechalsho paz, sho hecorqukkal pakinal illenish ro

ma konob - ogun uz ~~shamkeimua nepotashoi~~ u

~~sho pulbilla. ~~sho sho beatty pulbilla~~ shoro~~

~~shom nepoz melbomishi shomen pulbilla, ^{shoro} ~~shoro~~~~

~~shoro pomanokhena basmal u shoro shomai pulb. ⁽²⁶⁾~~
~~shomai nekehtashoi ^{shomai, sho} ~~shomai~~ ^(shomai)~~

Bo - repbota, pesuniej shogonabiten konoba, kek
konob (shomai repai) shomai shoro geshid shomai.

~~shomai gih calho CCCP. sho beatty pulbilla, konob~~

~~shomai.~~
~~shomai, sho shomai he u shomai, nek kek shoro~~

~~he goshomai shoro s shomai. B poryubiana game~~

bo bpehll pazbolyku (koga ot do Maunne HKBF), on
enyje gyllyen rno, on Henpukobennii. On game zborunx <<

u no znyally melopoknyky (mobaruyya smaluta) nozbovo >>,
kak

zno nekazyto z konda chenal bepa do smaluta, kak
z bogat z bogat stulo do CCCP.

z bogat do poccoa stula chenal bepa do kallityuzette, do

zno znoce, do konyai pultat ksenakobiten.

Konob Otmametine Mesygy Kondball u Muneii, to
z boznetat pato do putat kusei boznetat pato boznetat pato.
Lobthal mpeyzatitok e Mesygyenii, toka witepochko, dno, rno

C Callro pnerala putatka, zno Konob u z Konob u Muneii
kaka kak konob zskal dlobokonyyy Muneii (Mesygyenii)

Ukonobuz uz za toa radimima byzaly byzalygo o rekobitke &

goyal gonobitno K rnyly me, pemuicp shobu regularoen
zno Muneii zno Muneii zno Muneii

zmuichto, konob zno Muneii zskal Mesygyenii. Koga konob

zborunx << On (Muneii) noexal on oipexa >>, zmuichto Muneii

DO NOT WRITE IN THIS AREA

nohullans nno kands xoren ~~nohullans~~ xoren nohullans k
Hagee nno OH, Hafi Mian, Modun ei Hagee.
Hagee nno Mian nnyshabtki nnyshabtki. nno oshkayetta
↳ Hagee

~~Hagee kands u Hagee~~ ~~Ushkayetta~~ ~~Ushkayetta~~ ~~Sake~~ ^{Setat}

Ushkayetta nno oshkayetta

Hagee, Modun kands k Hage, nno
Ushkayetta nno kands. Hagee kands k Hage, nno
Ushkayetta nno kands. Hagee kands k Hage, nno

Ushkayetta nno kands. Hagee kands k Hage, nno
Ushkayetta nno kands. Hagee kands k Hage, nno

Ushkayetta nno kands. Hagee kands k Hage, nno
Ushkayetta nno kands. Hagee kands k Hage, nno

Ushkayetta nno kands. Hagee kands k Hage, nno
Ushkayetta nno kands. Hagee kands k Hage, nno

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Ushkayetta nno kands. Hagee kands k Hage, nno

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Ushkayetta nno kands. Hagee kands k Hage, nno

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Ushkayetta nno kands. Hagee kands k Hage, nno

Ushkayetta nno kands. Hagee kands k Hage, nno
Ushkayetta nno kands. Hagee kands k Hage, nno

Examiner Tip

Candidates should ensure that they have a good grasp of the social and historical context of the work they have studied. The best answers will usually refer to this.

Introduction

This is a further example of an essay on *Утомлённые солнцем*.

С мамой & семье, Катя русская ~~стала~~
нашумевшая семья Марсела - аристократиче и
~~защитит~~ или заботит со - пра⁴русским. ~~Тогда~~
~~Тогда~~ Таким образом, Катя гуляет с мамой и
братом, когда ей не надо с мамой.

В конце фильма Митя аристократиче Катя и
семья и семья. Он предан себе, с мамой
и мамой и ~~мамой~~ мамой, который он & мамой
до ~~его~~ революция когда он был так счастлив.
~~Тогда~~ Хотя Митя аристократиче Катя,
с мамой мамой мамой он не хочет предан.
~~Тогда~~ В начале фильма он издает
русскую музыку и & мамой мамой мамой
аристократиче он содержит самодержавие. ~~Тогда~~ ^{но это не так} ^{из-за Сталина} ^{и т.д.} ^{и т.д.}
он аристократиче, Катя не аристократиче и он
не имеет братья. Также по мамой мамой
предан Катя и я думаю что Катя был
самым счастливым.

В заключение мне кажется что Катя
издает ~~Тогда~~ Гольдман и мамой
мамой & мамой мамой, что он предан мамой
~~Тогда~~ все & СССР когда Сталин & мамой.
Он гуляет с мамой он был счастливым и &
мамой он заботит: "Кто наша мамой", и

Спасодаря тому, что он имеет много любви к
нашим, ^{однако,} ~~эта~~ сталинским режим разрушил его любовь
из-за того, что его убили. ~~В фильме же,~~

Во-вторых, ~~фильм~~ честно говоря друге важная часть
фильму ~~любовь~~ ~~любовь~~ ~~любовь~~ ^{любовь}, это между ~~Митя~~ Митей
и Марусей. Я думаю что Митя имеет сложное отношение
к Марусе, из-за того, что ~~Митя~~ ^{Маруся} ~~Митя~~
была мити ~~своей~~ ~~любовь~~ В прошлом митя был важным
частем Маруси жизни и семьи но сегодня он чужой.
В одной сцене, митя сказал марусе „ только без меня.”
~~он~~ ~~уничтожил~~ она его разрушила „ частями. Стерли”.

~~Это~~ Это показывает что митя грустно ^{потому что}
его ~~любовь~~ его ^{забыла.} ~~забыла,~~ ^{он она} ~~и он чужой~~ ^{Марусе.} ~~его забыла.~~

Несмотря на то что Маруся забыла митя ей было
грустно когда она узнала что коток разрушил ей
счастье с митей. В прошлом, коток сказал мити
что у него ~~был~~ ~~метод~~ ~~жизни~~ ^а ~~жизнь~~ ~~и~~
счастье. Из-за того, что Марусе было грустно но коток
сказал марусе что „ у него был ~~был~~ ~~метод~~”, это ~~демонстрирует~~
демонстрирует ~~какая~~ ~~любовь~~ ~~и~~ ~~Марусе~~ ~~и~~ ~~как~~ ~~он~~
хотел разрушить ее счастье с митей.

Другая ~~любовь~~ ^{фильме} была ~~любовь~~ ~~к~~ ~~родине~~ ~~и~~
новой России. Эта ~~любовь~~ ^{была} ~~демонстрирует~~ ~~умася~~ ~~сталинизма~~
и ~~советского~~ ~~режима.~~ ^{каждый} ~~В~~ ~~каждой~~ ^е ~~сцене~~ ~~с~~ ~~котком~~

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

- Ensure that you prepare thoroughly for the translation task by studying the prescribed grammar list on page 45 of the specification;
- Divide your time carefully and do not spend too much time on the translation task;
- Check that you have not omitted any word from the translation task;
- Learn your grammatical endings carefully, focusing particularly on the cases required after prepositions and some common verbs;
- Ensure you know a range of essay phrases that will help you to write a critical response to the work you have studied;
- Seek to use more complex grammatical structures in your essay, such as passives or conditionals;
- Ensure that you know your text or film well and have a good range of quotations to back up your points;
- Plan your essay carefully, thinking about what your conclusion will be;
- Use a 'Point, Evidence, Explain, Link' approach to writing your essay, ensuring that you make a critical point and then back it up using evidence, explain your point in more depth and then link it to your overall argument;
- Write your essay in paragraphs so that the examiner can follow your points;

- Keep to the suggested word limit and select your material carefully;
- Ensure that your handwriting is legible.