

# 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 subthemes 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 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 ' $\mu$ ' 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 давают'.
- $\bullet\,$   $\,$   $\,$  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**

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(20)

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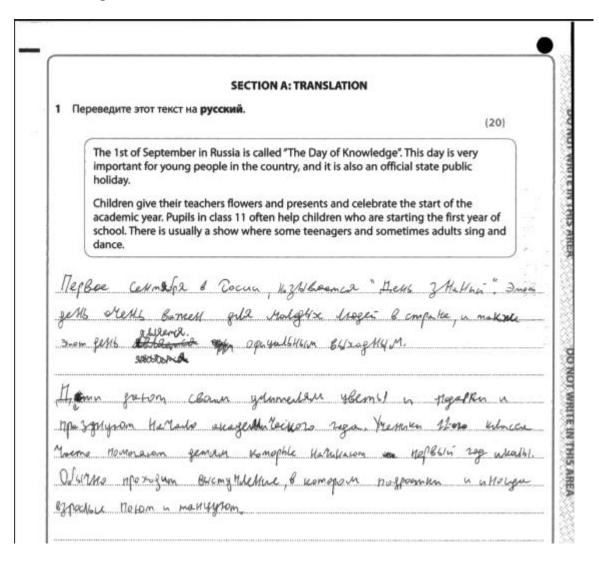
This is an example of an accomplished translation. The candidate has a good knowledge of the nuances in the English and is able to render them well in Russian.

## **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.



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
Переведите э	тот текст на <b>русский</b> . (20)
	September in Russia is called "The Day of Knowledge". This day is very tor young people in the country, and it is also an official state public
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ybembi negogyala 11 kg Komopa	u mogajku a ommeganom naga yuetnoro roga yuenun uca yaann nomorajom ezemen le juunjajom nepbour rog uuralli.

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 A'ccuracy 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.

Chosen question number	Question 2	Question 3	3 ⊠	Question 4	
	Question 5	Question €	5 🗵		
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Германн использует бедную полицицу Старай урастин — Пизавету, которая решает его угасть. Лизавета становится клюгом в дом графини, где имженер может найти ответ на свой вопрос.
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στιστεπομικί κοπιζοθκί ποπο προυζεθεθενιμά.

# Introduction

This candidate's essay addresses the question set out well. The candidate has kept within the required word limit. The character if 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 y mind, put a line throu				
Chosen question number:	Question 2 🗵	Question 3	<b>×</b>	Question 4
	Question 5	Question 6	×	
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Write your answer here:				(1834 c.)
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## 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'.

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Chosen question number:	Question 2	Question 3	Question 4	×
	Question 5	Question 6	×	
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Tygymers of gus Parcus.
~ -
* Hornoubles

This is a strong response to question 3b on the character of Ranevskaya.

# **Examiner Comment**

This essay is notable for its good use of quotations from the text and for its clear points and thread of argument. It scores in the highest mark band for 'Critical response', and in the second band (13-16) for 'Accuracy and range of grammatical structures and vocabulary'.

# **Examiner Tip**

Candidates are reminded that they should have a clear introduction and conclusion. Both should refer directly to the question being asked. If the question focuses on the role of a particular character, a good way to structure the conclusion is to say something like, 'In conclusion, Chekhov uses the character of Ranevskaya to show us that...'.

# 8RU0\_02\_Q04

# **Question Introduction**

There were relatively few answers to question 4 on Baranskaya's Неделя как неделя, and some of those presented did not show sufficient knowledge of the text to score more than 1-4 for Critical response. Some candidates offered a very general answer to question 4b on Baranskaya's portrayal of Soviet men, perhaps never having read the text at all.

Indicate which question y mind, put a line throu	ou are answ gh the box 🛭	ering b	by marking a chen indicate	ross in t your nev	he box⊠. If you v question with	change ye a cross ⊠.
Chosen question number:	Question 2	$\boxtimes$	Question	3 ⊠	Question 4	$\boxtimes$
	Question 5	$\boxtimes$	Question	5 ⊠		
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когда её шуж умер на воётне. Этим она показываей что жизнь для ж ислодих шам была трудная в Советской Сонове и пошьши большой небыло. В 60-их подах Леония Брежнев был глава страны и он не заниманся вы Социанымами проблемами в стране вы больше заниманся инфраструктурой страны, поэтому дия женьщин небыло иного пособей или полощи Когда Люшна шаша узнала о ей берешенности она хотена её выпареть потому что в то время ребенох is opakac cuemo doco outro consegou ou so configuo женьшинам и это портина измить ст ихмино репутацию. Но в одноврешенно, самое главное в 🕾 Совенской Согоде это было ражать деней потолу что население падало иза анкохонизма и не достатка мужин в стране иногие иноди как марья матвеевна счетают что это главные в женской жизни. Она комментирована что вы должени гординста тем, что вы хорошая шать, да и хорошая произвофиственница. Вы настоящая Советская женьшина" этим она вы говорит что cause mabter qua acentimana 6 Esteractores Cobemcione Согоде это быть хорошей матерыю и хорошим работнекам Это година година Это связанно с женотреном на робете этих героин, а так этсе в каждого работе Советского Соноза, поторый был создан в 20-том году. Женоптрей ставии цени экснышинам чтобы

ραδοπαμι **ε ε ποτώ** μετοδείχ ραδοπαχ, μ ∋πουμ было создано равно правие на работе шежду мужинам и женыжинам. Это связано с не хватка мужин в стране, и чтобы Советский COLOZ провонжанся нада было женьщинам работать. Уготная экизнь Люси Макаренко симоболезирует среднего класса. OKUBHO OKEHOWOUN шужом и с ребенком комфортабеньно, но она возмущается что её жизнь в "стрессе" и она "прих" Ее не довольствие изходят от напряженых отнашени с ей шужош. В стожете она говорит что она Заберешинила но зденана аборт, и скрывана это bce on choezo llyzra Kozga Outra capocula novelly она спрыла это от мужа, она ответила "Я не знаю" Это говорит от о том что даже всие аборт в 60-шем годах бых принат, женшины все равно стыдичись что они это дечагот, как будть они предавани свою страну. Еще один аспект абортла что это общо люсино решение и она может быть не хотена что бы её ширк вишем на ее решение. Показывает патриархическ 4mo Cobenickui Caroz Obla MEHERED общество где шужиных правили ихнили сельями былы коринали кориналичили стина рести Ho amo было не совсем таке, потому что женьщина тоже работали и в я многих случай были коришличамом,

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## 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.

			in the box ⊠. If you change your new question with a cross ⊠.
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## **Introduction**

This is a good essay from a learner candidate. It shows good knowledge of the film and its context.

# **Examiner Comment**

This essay scores in the highest band for both mark grids. There are a number of errors in the language, but the candidate has a good grasp of the specific terminology required for a critical response to a cinematic work, and this just pushes the answer into the top band for AO3. There is a sound structure and the conclusion refers clearly to the specific question being asked.

# **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.

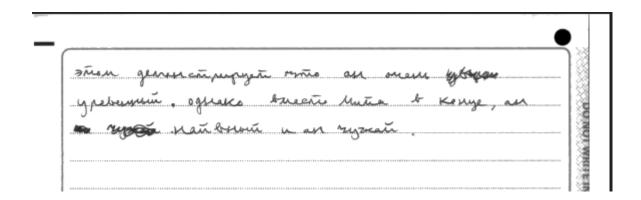
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## **Examiner Comment**

This essay scores in the second band for both AO3 (Accuracy and range of grammatical structures and vocabulary) and AO4 (Critical response). The candidate has a good command of some of the specialist terminology, but there are a range of errors and some of these prevent the reader from understanding the points being made. There is some description and lack of focus on the use of material.

## Introduction

One final example of an essay on Утомлённые солнцем.

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 ☑
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# **Examiner Comment**

This essay is very long, and it would have been preferable if the candidate had been more selective in the use of material. Having said this, it does just score in the highest mark band for AO4 (Critical response) due the sophistication of the points made and the use of evidence to back these up. For AO3 (Accuracy and range of grammatical structures and vocabulary), the essay scores in the second band.

# **Paper Summary**

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;

•	Ensure that your handwriting is legible.	

• Keep to the suggested word limit and select your material carefully;