



Pearson

Examiner's Report

Principal Examiner Feedback

Summer 2018

Pearson Edexcel GCE

In AS Spanish (8RU0/03)

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This speaking assessment consists of two tasks:

- Task 1 – responding to written language and discussion, based on Theme 1
- Task 2 – discussion based on Theme 2

Please see the Pearson Level 3 Advanced Subsidiary GCE Russian specification (pp. 18-36) for further details of this assessment, and for the mark grids used for assessment. Please see the same document (p. 8) or the "Advice to Teacher/Examiners" section of this report for a list of the Themes and sub-themes for this specification.

The tasks are conducted in consecutive order.

The candidate is rewarded for the ability to demonstrate:

- the ability to summarise information from a written source (Task 1)
- the ability to respond in speech to written language
- knowledge and understanding of Russia (Theme 1) and Russia and the Russian-speaking world (Theme 2)
- the ability to express viewpoints, justify opinions and develop informed arguments relating to the cultural and social context of Russia and the Russian-speaking world
- the ability to interact and hold a natural discourse
- the ability to manipulate language accurately

Up to 72 marks are awarded positively for this assessment:

Task 1 – 42 marks:

- 12 marks for Responding to written language in speech (AO2)
- 12 marks for Knowledge and understanding of society and culture (AO4)
- 12 marks for Accuracy and range of language (AO3)
- 6 marks for Interaction (AO1)

Task 2 – 30 marks:

- 12 marks for Knowledge and understanding of society and culture (AO4)
- 12 marks for Accuracy and range of language (AO3)
- 6 marks for Interaction (AO1)

Before the examination, the candidate has 15 minutes to prepare Task 1 and Task 2. During the preparation time the candidate may make notes (up to one side of A4 for each task) but may not have access to a dictionary or any other resource. The candidate takes both the stimulus cards and any notes made into the examination, and can refer to these during the assessment. The stimulus cards and any notes are collected by the teacher/examiner at the end of the examination.

For Task 1, the candidate is allocated a stimulus card according to the sequence provided in the Paper 3 speaking booklet (General instructions to the teacher/examiner).

For Task 2, the candidate chooses one card from a choice of two, on two different sub-themes. The invigilator tells the candidate the choice of sub-themes, in English, using the wording for the sub-themes provided on the randomisation grid, e.g. "You may choose "Popular Culture" or "Holidays, Festivals and Traditions". The candidate does not see the contents of either card until he or she has chosen the sub-theme.

Pearson issues the teacher/examiner booklets and the stimulus cards to centres before the examining session. These materials are confidential until the end of the examining session for this paper. The dates for the examining session are published in the Pearson examination timetable. In 2018 the examining session finished on May 15.

The conduct of the tasks is as follows:

Task 1

The teacher/examiner asks four compulsory questions, provided on the teacher/examiner version of the card, in the order in which they are written.

These four set questions may be repeated, but, in the interests of comparability, must not be rephrased. **This includes changing the "вы" form of address to "ты"**. Please note that in the previous AS examination, changing the "вы" form of address to "ты" was allowed, but this is **not allowed** in this new specification.

Question 1 requires the candidate to summarise the main ideas of Text 1 on the stimulus card; this question is exactly the same on every card, i.e. "Какие главные идеи выражаются в первом тексте?". Question 2 is a comprehension question based on Text 1. Question 3 elicits the candidate's opinion of either Text 2 or both texts. Question 4 invites the candidate to develop ideas and express views on the sub-theme of the stimulus, **showing knowledge and understanding of the Russian context**.

After asking the four set questions, the teacher/examiner asks follow-up questions on any other aspect of the sub-theme of the card. These questions should allow the candidate to demonstrate knowledge of Russian society and culture.

Task 2

The teacher/examiner asks the two set questions on the teacher/examiner version of the card.

As for Task 1, these set questions may be repeated, but, in the interests of comparability, must not be rephrased. **This includes changing the "вы" form of address to "ты"**.

After asking the two set questions, the teacher/examiner broadens the discussion by moving on to any other aspect or aspect of the same sub-theme. The questions asked should allow the candidate to demonstrate knowledge and understanding of Russia and Russian-speaking countries.

Timing

Task 1: 7-9 minutes

Task 2: 5-6 minutes

Timing of both tasks begins from the candidate's first utterance.

The two tasks are timed independently of each other.

Performance 2018

Many centres this year entered only one candidate, and as a result not all stimulus cards were used. However, if centres plan to use this material for practice exams, they should note that care was taken as the cards were written to ensure that all stimulus cards make similar demands of candidates.

Task 1

Nearly all candidates were able to summarize the first text in response to the first question. The candidate should be able to summarize the first text in a few sentences (four to six sentences should be enough to summarize the text adequately). The candidate should use his or her own words as far as possible when summarizing the text (question 1), and when answering questions 2 and 3. The candidate should avoid reading out long sections of the text. In order to access the top mark box of the grid applied to the responses to questions 1, 2 and 3 in Task 1 the candidate must demonstrate the ability to "avoid indiscriminate repetition of source material". The candidate may, of course, use selected words and phrases from the text in their answer, and in preparation for this test should understand the difference between "indiscriminate repetition of source material" and the targeted use of material in the text. As an example, in response to Stimulus RU1, a candidate summarizing the text might say «Этот врач считает, что не все понимают важность отдыха»; this demonstrates understanding of the text. However, were the candidate to say «Но не все мои пациенты понимают важность отдыха», this is an indiscriminate lift which does not demonstrate understanding of the text. The candidate could, of course, offer an answer which paraphrases further e.g. «Этот врач считает, что не все понимают, что важно отдыхать».

Some candidates answered question 1 so fully as to cover another. Where this happens, the teacher/examiner should still ask all the questions, and most did so, in the interests of comparability between candidates.

Task 2

As for Task 1, where a candidate answers part of question 2 in the response to question 1, the teacher/examiner should still ask question 2 exactly as it is written on the stimulus card, in the interests of comparability.

Tasks 1 and 2

In both tasks 1 and 2, up to 12 marks are awarded for "knowledge and understanding of society and culture". For Task 1, the candidate needs to demonstrate knowledge and understanding of the society and culture of Russia, and for Task 2, that of Russia and Russian-speaking countries. It is very important that candidates are clear about these requirements. Many candidates this year were able to talk at length about the topics being discussed, but lacked sufficient reference to Russia or the Russian-speaking context to be awarded many marks in this grid. There is no prescription as to the type of information candidates should offer; any relevant examples from, for example, material studied in class, or from the candidate's own research, will be given credit. The indicative content given in the

markscheme for this exam is by no means prescriptive, but gives an indication of the type of evidence that candidates might offer. Candidates are, of course, free to use the material of the indicative content of SAMS and previous exam material in future exams.

The majority of centres this year followed the instructions for the conduct and for the submission of the AS speaking test, and provided the correct Candidate speaking authentication sheet (CS3) and the OR3 AS (Russian) sheet. Copies of these sheets, together with the "Administrative support guide – conducting speaking tests" document are available on the Pearson website (<https://qualifications.pearson.com>). All the tests received this year were of suitable recording quality.

Where a test is too short it may not be possible for the candidate to access the full range of marks available. Similarly, if the guidance as to the topics to be covered is not followed, the candidate may not be able to access all of the mark grids. It therefore essential that teacher/examiners are familiar with the requirements for the conduct of the tests.

In order for the candidate to be able to access the full range of marks available, it is essential that the test be a discussion, not merely a string of questions and answers. For Task 1 and Task 2, 6 marks are available for Interaction. In order to access the full range of marks available here, the candidate must demonstrate the ability to elicit points of view, i.e. to ask the teacher/examiner questions.

Advice to Teacher/Examiners on the conduct of the 8RU03 Paper 3: Speaking

It is essential that the teacher/examiner is aware of the requirements of 8RU03, as incorrectly conducted tests can adversely affect the candidate's mark. As mentioned previously, further advice about the conduct of the test can be found on the Pearson website.

Timing

- Task 1 should last 7-9 minutes.
- Task 2 should last 5-6 minutes.
- Timing begins with the candidate's first utterance.
- The tasks are timed independently.

Conduct of Task 1

- Ask the set questions exactly as they are written in the "Paper 3: Speaking General instructions to the teacher/examiner" booklet.
- Following the set questions, engage the candidate in wider discussion of the cultural and social context of the sub-theme beyond the focus of the texts on the stimulus card.
- When the candidate asks a question, respond as briefly as possible.
- Ask questions that will encourage the candidate to demonstrate knowledge and understanding of Russia, and to give a critical response to the issues discussed.

Conduct of Task 2

- Ask the set questions exactly as they are written in the "Paper 3: Speaking General instructions to the teacher/examiner" booklet.
- Following the set questions, engage the candidate in wider discussion of the cultural and social context of the sub-theme beyond the focus of the stimulus card.
- When the candidate asks a question, respond as briefly as possible.

- Ask questions that will encourage the candidate to demonstrate knowledge and understanding of Russia and/or Russian-speaking countries, and to give a critical response to the issues discussed.

General

- Share the mark grids and the indicative content for the SAMs material and the 2018 speaking tests with candidates, so that they are familiar with the requirements of the exam.
- Ensure that candidates practise asking questions during the exam.
- Ensure that candidates have a “bank” of examples and information that they can use to demonstrate knowledge of Russia (Task 1) and Russia and/or Russian-speaking countries (Task 2). Examples of the type of knowledge that might be used can be found in the indicative content in the markschemes for 8RU03.
- Ensure that candidates practise preparing and responding to the speaking test cards in timed conditions.
- Provide candidates with generic phrases and topic-specific vocabulary that can be used in the exam.
- Engage the candidate in genuine conversation by responding to what the candidate says and encouraging the candidate to develop and to build on what he or she says.

Recording and submitting the tests

- Follow the instructions in the “Administrative support guide – conducting speaking tests” document available on the Pearson website (<https://qualifications.pearson.com>).
- Ensure that the recording equipment used is suitable and will provide a clear recording of the candidate’s performance.

AS Russian Themes and sub-themes:

Тема 1: Развитие российского общества

Theme 1 is set in the context of **Russia only**.

Sub-theme 1:

- Жизнь российской молодёжи

Здоровье; отдых; новые технологии.

Sub-theme 2:

- Образование

Система образования; жизнь российских школьников.

Sub-theme 3:

- Мир труда

Отношение к труду; возможности для молодых россиян; равноправие.

Тема 2: Политическая и художественная культура в русскоязычном мире

Theme 2 is set in the context of the **Russian-speaking world**.

Sub-theme 1:

- Средства массовой информации

Свобода выражения; печатная и онлайн пресса; влияние на общество и политику.

Sub-theme 2:

- Массовая культура

Музыка, цирк и танец.

Sub-theme 3:

- Праздники, фестивали и традиции

Фестивали; праздники; обычаи; традиции