

Example Candidate Responses

Cambridge International Level 3
Pre-U Certificate in
RUSSIAN (9782)

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International Examinations

Example Candidate Responses

Russian (9782)

Cambridge International Level 3
Pre-U Certificate in Russian (Principal)

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Cambridge International Level 3 Pre-U Certificate

Russian**9782****Contents**

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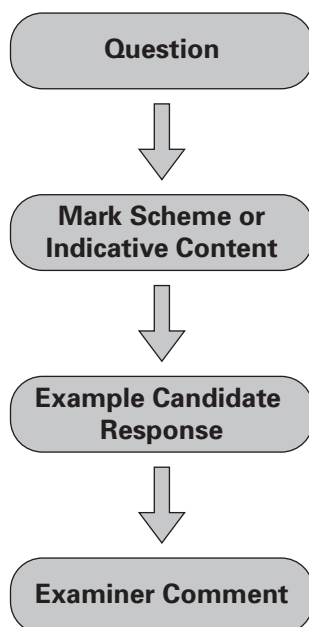
Introduction

The main aim of this booklet is to exemplify standards for those teaching Cambridge Pre-U, and to show how different levels of candidates' performance relate to the subject's curriculum and assessment objectives.

Cambridge Pre-U is reported in three bands (Distinction, Merit and Pass) each divided into three grades (D1, D2, D3; M1, M2, M3; P1, P2, P3).

In this booklet a range of candidate responses has been chosen to illustrate as far as possible each band (Distinction, Merit and Pass). Each response is accompanied by a brief commentary explaining the strengths and weaknesses of the answers.

For ease of reference the following format for each paper of the subject has been adopted:



Each question is followed by an extract of the mark scheme used by Examiners. This, in turn, is followed by examples of marked candidate responses, each with an examiner comment on performance. Comments are given to indicate where marks were awarded and how additional marks could have been obtained. In this way, it is possible to understand what candidates have done to gain their marks and what they still have to do to improve their grades.

Teachers are reminded that a full syllabus and other teacher support materials are available on www.cie.org.uk. For past papers and Examiner Reports please contact CIE on international@cie.org.uk.

Components at a Glance

Component	Name	Duration	Weighting (%)	Type of Assessment
1	Speaking	c. 16 minutes	25	Externally assessed oral
2	Reading & Listening	2 hours 15 minutes	25	Externally set and marked written paper
3	Writing and Usage	2 hours 15 minutes	25	Externally set and marked written paper
4	Topics and Texts	2 hours 30 minutes	25	Externally set and marked written paper

This booklet contains a selection of example candidate responses and Examiner comments for Paper 2 (Translation and Summary), Paper 3 (Discursive Essay) and Paper 4 (Topics and Texts).

Paper 2 Reading and Listening

Part I Reading

Текст для чтения 3

- 15 Translate the following passage into **Russian**. You may use words or phrases from the previous passages.

It has long been known that people get depressed in early Autumn as they find it difficult to work or study. We need to acclimatise gradually after the Summer holidays and not rush to do everything as soon as we return to the office or college. In modern Russia depression is a major problem which reduces life expectancy. This depends on many factors, but the state of the economy plays an important part, especially for men.

Mark Scheme

Translation

One tick for each box, then see conversion table.

General marking principles for the transfer of meaning

- The correct information should be communicated.
- Any suitable alternative rendering can be accepted.

Translation

	Accept	Reject
It has long	Давно	
been known that	знают, что/известно, что	Wrong tense
people get depressed	(люди) впадают в депрессию	
in early Autumn	в начале осени,	
as	так как	
they find it difficult	им трудно	
to work	работать/трудиться	
or study.	или учиться.	
We need	(Нам) надо/Мы должны	
to acclimatise	акклиматизироваться	
gradually	постепенно	
after the Summer holidays	после летнего отпуска	
and not	а не/и не	
rush	торопиться	
to do everything	сделать всё	
as soon as	как только	
we return	мы возвращаемся	
to the office	в бюро	на работу
or college.	или в институт/школу/университет	
In modern Russia	В современной России	
depression is a major problem	депрессия – большая/основная проблема,	
which	которая	

	Accept	Reject
reduces	уменьшает/сокращает	
life expectancy.	продолжительность жизни.	
This depends	Это зависит	
on many factors	от многих факторов,	
but the state of the economy	но состояние экономики	
plays an important part,	играет важную роль	
especially	особенно	
for men.	для мужчин.	

Conversion table

Number of ticks	Mark
28–30	10
25–27	9
22–24	8
19–21	7
16–18	6
13–15	5
10–12	4
7–9	3
4–6	2
3	1
0–2	0

[10 marks]
(AO2)

Part II Listening

Записанный текст 3

Академик Александр Бронштейн говорит о
здравоохранении

31 Listen to the text and summarise its content according to the bullet points provided in no more than 100 words in **English**.

- Alexandr Bronstein's view of the weaknesses in the Russian healthcare system
- His observations and conclusions following a visit to a hospital in Los Angeles
- His views on competition between private and public healthcare
- His comments on the idea of privatising all healthcare institutions

Mark Scheme

Of the **12** points identified here, award up to a **maximum of 10**.

Accept
<ul style="list-style-type: none"> Alexandr Bronstein's view of the weaknesses in the Russian healthcare system <p>Russians should get free health care in serious situations/traffic accidents OR Russians don't get the medical aid guaranteed them by the Constitution/Medical care is usually less expert (than in other countries)/untimely/very expensive.</p> <p style="text-align: right;">(max 3 marks)</p>
<ul style="list-style-type: none"> His observations and conclusions following a visit to a hospital in Los Angeles <p>In a Los Angeles hospital immigrants were given (expert) free treatment/despite having no money or (insurance)/(Tax-paying) Russians should receive this.</p> <p style="text-align: right;">(max 3 marks)</p>
<ul style="list-style-type: none"> His views on competition between private and public healthcare <p>Competition is needed between private and public clinics/and patients should have the right to choose their (hospital)./However private clinics should be able to offer a high standard of treatment/at no greater cost.</p> <p style="text-align: right;">(max 3 marks)</p>
<ul style="list-style-type: none"> His comments on the idea of privatising all healthcare institutions <p>He, like the president/is against privatisation/as the Russian public is not ready for this/and it will increase inequality of access.</p> <p style="text-align: right;">(max 3 marks)</p>

[10 marks]
(AO1)

Transcript

Я много раз говорил, что наши люди должны получать хорошее бесплатное лечение в самых серьёзных случаях, например, при травмах и автомобильных катастрофах. И конституция это гарантирует. Но реально такой медицинской помощи чаще всего нет. Даже если вы получаете необходимое лечение, оно бывает слишком поздно или слишком дорого. К тому же, эта помощь иногда хуже, чем в других странах.

Недавно я был в государственной больнице в Лос Анжелесе, недалеко от Мексики. Здесь много эмигрантов, но высококвалифицированные врачи лечат всех бесплатно, хотя у многих пациентов нет ни денег, ни частного страхования. Так почему у нас этого нет для наших людей, которые тоже платят налоги?

Нужна конкуренция в здравоохранении. Пациенты должны иметь право выбирать ту больницу, в которой они хотят лечиться. Есть много хороших частных клиник. Но чтобы получить пациентов, эти клиники должны оказывать высокотехнологическую медицинскую помощь не дороже, чем государственные больницы.

Я против того, чтобы передать все медицинские учреждения в частные руки. Народ к этому не готов. Это ещё больше усилит неравенство в доступности медицинской помощи. Кстати, Президент Медведев идею приватизации в своём выступлении тоже не поддержал.

Example Candidate Response – Distinction (D1)

Reading: Translation

[10]

Давно известно, что люди впадают в депрессию ранней осенью, так как им тяжело работать или учиться. После летнего отпуска нам нужно акклиматизироваться постепенно и не торопиться сдвинуть всё сразу после возвращения на работу и в институт.

В современной России депрессия – основная проблема, которая сокращает продолжительность жизни. Это зависит от многих факторов, но состояние экономики играет важную роль, особенно для мужчин.

29 = (10)

2
3
3
2
4
3
1
1
3
2
2
2
1

Listening: Summary

<p>Although the constitution guarantees free healthcare in case of emergency or injury In reality ^{healthcare in Russia} it is usually either too late ^{for the people} or too expensive and lower quality than in other countries. In his visit to a hospital in LA, he saw qualified doctors treating people for free even if they don't have any money or insurance. And and he wonders why people in Russia don't have the same even paying taxes. He says, competition in healthcare is needed, so that private hospitals offered medical treatment for the same price as the state ones. He's against privatising all hospitals, because it would increase inequality of medical services even more.</p>	<p>[10]</p> <p>3</p> <p>3</p> <p>2</p> <p>2</p> <p>(10)</p>
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Examiner Comment

Reading

This is the work of a candidate who clearly is able to understand the English of the passage virtually perfectly and render it into natural Russian. There is only one small slip: 'to the office' has been translated as *на работе* which is too general a concept to be acceptable. The candidate has therefore scored 29 points which have been converted to a mark of 10 out of 10.

Listening

This response shows excellent summary skills. The summary is exactly the right length, abbreviated forms have been used ('LA', 'don't', 'He's') and 'that' has been omitted after 'He says...'. The candidate has scored a maximum of 10 marks.

Example Candidate Response – Distinction (D1)

Reading: Translation

<p>Павно замечено, что люди впадают в депрессию ранно осенью из-за того, что им ^{сложно} трудно ^{приспосабливаться} или учиться. Нам надо акклиматизироваться постепенно после летних ^и отпусков и не надо ^{поработать} спешить ^{всё}, только что вернувшись ^с от ^{офиса} или ^{в институт} командировки</p>	[10]	3
		4
		4
		4
		4
		1
		4
		2
		3
29 = 10		

Listening: Summary

[10]

	The constitution guarantees free healthcare in serious cases but this doesn't actually happen; major treatment is too late or too expensive and more	3
W	It's better in other countries. There were many immigrants in the hospital and although they didn't have money or private insurance highly qualified doctors treated them.	3
W	Bronstein thinks there should be this should happen in Russia, as Russians also pay their taxes. He thinks competition is necessary in the hospital ; patients should be able to choose the hospital they are treated in and private clinics should offer help at the same price as state hospitals. He is against privatisation, as the people aren't ready for it and it will increase inequality and he doesn't support Medvedev's idea of privatisation stance.	3 1 (10)

Examiner Comment

Reading

This is a virtually flawless performance with 29 out of 30 points converted to 10 marks having been awarded. The only significant error is the rendering of 'major problem' as *главная проблема*. The strategy for 'as soon as we return' is very ambitious and only just comes off as the ending on the past gerund is not quite correct and only just counts as a phonetic inaccuracy. It might have been safer to try something less ambitious and less likely to go wrong. The candidate is to be congratulated for having achieved such a high standard of knowledge of the target language.

Listening

This is an excellent example of near-perfect comprehension and successful summary technique, though, due to the amount of detail given, the summary is slightly too long, but within tolerance. Full marks have been awarded. The candidate has scored the maximum three marks for the first three bullet points and can therefore only be credited with one mark for the last one, despite identifying the other available correct answers. As an incorrect piece of information comes outside the word limit, this has been ignored. The English is concise and fluent. Abbreviated forms have generally been used ('doesn't', 'didn't', 'aren't') and 'that' has been omitted after 'thinks'. The use of the semicolon when answering the third bullet point is also a good strategy for saving words.

Example Candidate Response – Distinction

Reading: Translation

[10]

Давно замечено, что люди благодаря в
 депрессию в первые дни ~~сезона~~ осени, потому
 что они понимают что это трудный работать
 или изучать. Мы должны акклиматизироваться
 постепенно после летнего отпуска, и не все делаем
 сразу сразу когда мы возвращаемся на работу
 или в школу.
 Сегодня в России, депрессия очень важный фактор
 который уменьшает ~~на~~ продолжительность жизни.
 Он зависит от ~~множ~~ многих факторов, но
 экономика играет ^{ую} важную роль, также для
~~муж~~ мужчин.

2

3

2

2

4

3

1

1

3

2

Example Candidate Response – Merit

Listening: Summary

[10]

Despite the guarantee of the Russian constitution, free healthcare of a high standard isn't ^{really} ~~always~~ available: it's always very expensive or very late.

3

~~In Russia~~, In LA, highly qualified doctors give free healthcare to many, including immigrants who have no ~~no~~ money. He believes this should be available in Russia too, who also pay taxes.

3

Private healthcare should not ^{charge} ~~cost~~ more than ~~p~~ state-run hospitals. Patients should receive the same standard of healthcare at all hospitals.

1

He is against privatising all healthcare. The state isn't ready for that, and he believes President Medvedev doesn't want to do that either.

1

(8)

Examiner Comment

Reading

This is excellent work. The candidate has scored 25 points which have been converted to a mark of 9 out of 10. There are very few errors and some excellent strategies (e.g. *сразу когда* for 'as soon as'). Unexpectedly, 'to acclimatise' has been made into a transitive verb, and 'office' and 'especially' are not known. Case endings are sound with a few exceptions (e.g. *мужчинов*).

Listening

This exercise has been well done and falls just short of Distinction. It is exactly the right length and displays evidence of excellent summary techniques. Words have been saved by using abbreviated forms ('isn't', 'it's', 'LA'). Maximum points have been scored for the first two bullet points, though after this, understanding of the text has not been so comprehensive. *Народ* has been translated as 'state' instead of 'public / people' as part of an answer to the last bullet point.

Example Candidate Response – Merit

Reading: Translation

современным	сокращать	[10]
Это было знаменем с долгого времени что люди	1	
впадают в депрессию в первые дни осени. Поскольку	2	
им кажется трудно работать или изучать. Нам надо	4	
адаптироваться постепенно после летнего отпуска	2	
не торопиться чтобы сделать все сразу как	3	
мы возвращаемся на работу или на учебу	2	
В современной России депрессия — большая	1	
проблема, которая сокращает продолжительность. Это зависит	4	
от многих вещей, но ситуация экономики играет большую	2	
роль, особенно для мужчин.	2	
23 = 8		

Listening: Summary

[10]

- ~~Constitution~~ Constitution guarantees that people receive good free healthcare in the most serious cases, but in reality these guarantees cannot be met.
- If you receive essential care either it is too ^{much} late or too expensive. This help is worse than in other countries.
- Highly qualified doctors ~~are~~ had everyone for free (healthcare for all is free and there are highly qualified doctors). Why can't Russia have this system ^{for its people} ~~when the people~~ ^{who} pay taxes?
- He thinks the competition is necessary because patients should have the right to choose the hospital where they want to be treated.
- There are many good private ^{clinics} ~~hospitals~~, but in order for them to receive patients, they must have the highest technological medical help ^{and be} cheaper than state hospitals.
- He is against privatising all healthcare institutions because the country is not ready to do so.

3

2

2

0

(7)

Examiner Comment

Reading

This is a commendable performance. The candidate has scored 23 points which have been converted to a mark of 8 out of 10. Grammatical accuracy is generally good, though there are some errors: the candidate has made *акклиматизироваться* into a transitive verb and none of the words for office appear to be known. *Работа* is too general to be credited, though the candidate is right to have made an attempt. The examiners would have appreciated slightly larger and clearer handwriting.

Listening

This is also a commendable performance. The candidate clearly understands most of the text, scoring 7 out of 10. Very little has been misunderstood. Unfortunately, the word limit has been considerably exceeded, and this has resulted in two would-be correct marks being withheld. Candidates must ensure that the word limit is adhered to, though 10% grace is allowed. Abbreviated forms such as 'can't', 'shouldn't' etc. may be used to assist in cutting down the number of words to the desired amount. This candidate's English is rather too wordy. More practice in making points using minimal vocabulary in simple syntax is required.

Example Candidate Response – Pass

Reading: Translation

[10]

Много времени [✓] узнали что, человека
 попадают в депрессию после [✓] летом а они
 найти труднее работу или [✓] излечить. Мы
 нужно акклиматизировать [✓] медленней после
 летнего отпуска [✓] и [✓] не старайтесь делать [✓] всё
 после мы возвращаемся на работу или консул.
 В [✓] современной России
~~Россия~~ ^{сегодня} депрессии это
 большая [✓] проблема, [✓] который [✓] ~~не~~ учитывать [✓] продолжитель-
~~ности~~
 ности жизни. Это на многих
~~факторов~~ [✓] аспектов, но экономическая
 ситуация играют главную роль,
 особенно [✓] трудные.

12 = (4)

Listening: Summary

<p>Despite guarantee, there is often no medical help ✓ so</p>	1
<p>unless you pay yourself ^{inv} it is very expensive and delayed.</p>	
<p>In the hospital there are a lot of immigrants without</p>	2
<p>the proper qualifications but it is free and a lot of them have no</p>	
<p>money. So why is it not like this in our people?</p>	0
<p>Private healthcare, like the hospital, offers ^{offers} a good</p>	0
<p>clinic that offers the best technological medical help</p>	
<p>unlike public healthcare.</p>	0
<p>It is important for the public to receive medical</p>	
<p>help and so Meged's idea to privatise all healthcare</p>	
<p>institution is not supported as it will not support the</p>	
<p>public.</p>	3

Examiner Comment

Reading

Here, the candidate has been credited with 12 points which have been converted to a mark of 4. A number of lexical items have been correctly identified from the Reading passages, though these have sometimes been incorrectly copied or adapted for the variants necessary for this exercise (e.g. *акклиматизироваться* and *играет важную роль* are the necessary variants here). The candidate should have checked agreements more carefully. The formation of the letters is occasionally dubious, and though the examiner has tried to give the benefit of the doubt, this has not always been possible. To the candidate's credit, there are few gaps. Blank space can never be credited, and since a minor spelling error or consequential wrong case ending will likely be ignored, it is always worthwhile making an attempt to translate a particular phrase.

Listening

In this exercise, candidates can score up to 3 marks per bullet point. Individual bullet points may have more than 3 possible answers. Thus candidates do not need to give back anything like all the information in the passage to score 10 out of 10. Unfortunately, this candidate has only scored 3 marks, having failed to understand most of the text. He has managed to pick out many individual words, but has completely lost the sense of the passage by halfway. The summary has been written to exactly the right length of 100 words, and the candidate has attempted all bullet points. To improve performance, all that can be recommended is for the candidate to have more general practice at this exercise type.

Example Candidate Response – Pass

Reading: Translation

[10]

Для длинных время многие знают, что люди
 впадают в депрессию начало осени потому, что
 они думают, что трудно работать или учиться...
 Надо акклиматизироваться после летнего отпуска
 и не торопитесь делать всё когда мы
 вернёмся в институт или школе.
 Сегодня в России, депрессия – очень
 большой проблемой, которые возраста живут
 дольше. Это зависит от того, что многие
 факторы, но ситуация экономику играют
 важную роль, особенно мужчины.

18 =

(6)

Example Candidate Response – Pass

Listening: Summary

[10]

Alexander Bronshtein thinks that the people of Russia need to change the constitution to allow a better health care system. He notes that medical help is very slow and expensive and that the Russian health care system is worse than other countries. When he visited a hospital in Los Angeles he noticed that there were many immigrants from Mexico. Many western doctors worked for free because the immigrants had no money or ~~insurance~~ health insurance.

3

1

The ^{speaker} ~~author~~ thinks that Russia needs to find its
 sense of healthcare. Patients have the right to
 a free hospital with ~~have~~ private healthcare as can
 afford / more advanced equipment and so it can
 perform more advanced procedures. / ~~the~~ ~~it~~

For
Examiner's
Use

Alexander feels that Russia is not ready for
 privatisation of healthcare; ^{and} medical help has to be free.
 President Medvedev is also against the privatisation.

Examiner Comment

Reading

This candidate has scored 18 out of 30 which has resulted in a mark of 6 out of 10. Many lexical items from the Reading passage have been correctly identified and used appropriately, though not everywhere. (*He топчутесь!* has not been changed to an infinitive and *вернуться* has been left as one.) To the candidate's credit, there are no gaps, and, though stronger in the first half, he has scored marks all the way through the exercise. The handwriting is clear so that correct and incorrect spellings can be clearly identified. Many good strategies have been used, though a better knowledge of basic endings would have resulted in a higher mark.

Listening

The candidate has been awarded 4 out of 10. He has understood a fair amount of the material, scoring 3 marks for the first bullet point and 1 for the second. The material for the third bullet point has been misunderstood. A further two correct pieces of information have been provided in the answer for the last bullet point, but marks cannot be awarded as the summary is too long. The limit is 100 words, and though a 10% allowance has been given, the remaining two would-be correct marks lie beyond this. Such a candidate should practise writing summaries in more concise English.

Paper 3 Writing

Part I

Part I: Discursive Essay (40 marks)

Question

1 Выберите **ОДНУ** из следующих тем и напишите сочинение **по-русски**.
Напишите 250 – 350 слов.

(с) Согласны ли вы, что политики больше интересуются своей карьерой, чем будущим нашей страны?

Mark Scheme

- Accuracy and linguistic range (24 marks) [AO2]
- Development and organisation of ideas (16 marks) [AO3]

Accuracy and linguistic range

22–24	<i>Excellent</i>	Almost flawless. Excellent range of vocabulary and complex sentence patterns. Good sense of idiom.
18–21	<i>Very good</i>	Highly accurate. Wide range of vocabulary and complex sentence patterns. Some sense of idiom.
14–17	<i>Good</i>	Generally accurate. Good range of vocabulary and some complex sentence patterns.
10–13	<i>Satisfactory</i>	Predominantly simple patterns correctly used and/or some complex language attempted, but with variable success. Adequate range of vocabulary, but some repetition.
6–9	<i>Weak</i>	Persistent errors may impede communication. Simple and repetitive sentence patterns. Limited vocabulary.
1–5	<i>Poor</i>	Little evidence of grammatical awareness. Inaccuracy often impedes communication. Very limited vocabulary.
0		No relevant material presented.

Development and organisation of ideas

15–16	<i>Excellent</i>	Implications of question fully grasped. Ideas and arguments very effectively organised, illustrated with relevant examples. Wholly convincing.
12–14	<i>Very good</i>	Most implications of question explored. Ideas and arguments well organised, illustrated with relevant examples. Coherent argument.
9–11	<i>Good</i>	Main implications of question explored. Organisation generally clear but lacking coherence in places. Some relevant examples. Some ability to develop argument.
6–8	<i>Satisfactory</i>	Some implications of question explored. Patchy or unambitious organisation, but with some attempt at illustration. Some irrelevant material.
3–5	<i>Weak</i>	Limited understanding of question. A few relevant points made. Rambling and/or repetitive. Ideas and arguments poorly developed.
1–2	<i>Poor</i>	Minimal response. Implications of question only vaguely grasped. Very limited relevant content. Disorganised, unsubstantiated and undeveloped.
0		No relevant material presented.

Indicative Content

Candidates are free to interpret the question in any way they wish. The following notes are not intended to be prescriptive but to give an indication of some of the points which could be made in response to the question. They are by no means exhaustive.

Opportunity to discuss the motivation of politicians, and to offer an opinion about their purpose and role in society. Candidates should compare both sides of the argument, before coming to a clear conclusion, saying to what extent they agree with the statement and offering justification for their opinion.

Example Candidate Response – Distinction

③ В современном мире есть много проблем,
 как например бедность в Африке, экономический
 хаос в Америке и загрязнение планеты. К
 тому же, в истории было много проблем:
 мировая война, борьба между белыми и чёрными
 людьми, и даже использование террора ~~то~~ особенно
 во время Сталина. С одной стороны, политика
 может создать проблемы но с другой стороны,
 политики имеют долг умиротворить общество и,
 на правде сказать, это очень трудно.

Во-первых, я бы сказал, что если бы
 политики хотели быть богатыми, им можно
 стать адвокатом или ^{в бизнесе} ~~работать в Лондоне~~.

Однако, я верю, что ~~не~~ политики предпочитают бы

For
Examiner
Use

24

помогать людям. Несмотря на факт, что деньги не важно, в прошлом году в Англии было скандал: политики использовали налоги чтобы купить свои дома без прозрачности.

Во-вторых, я считаю, что если бы политики хотели быть известными, это лучше стать футболистом! Роль СМИ - критиковать решения политиков, поэтому политики часто говорят в телевизоре. ~~Однако~~ Хотя надо сказать репутация политиков редко хороша, и поэтому свои жизни - трудные.

И с моей точки зрения, политики интересуются ~~будущим~~ будущим нашей страны. У них очень важная роль в обществе: им нужно вводить новые законы чтобы улучшить

жизни людей. В прошлом году, правительство ввело обязательный спорт в школах. Это свидетельствует о том, что политики - хорошие граждане. Жизнь детей в Англии будет улучшаться как результат таких решений. Командный спорт в школах помогает детям не только делать зарядку, но и узнавать о кооперации. Французский философ - Ален Камю - сказал, что 'всё что я узнал о морали я узнал на футбольном поле'. ~~Однако~~ Несмотря на факт что, политики часто делают большие решения (особенно что касается спорта в школах), иногда они не ответственные, как маршеры Войны в Вране, которая может вызвать смерть многих миллионов людей.

Критика политической системы в России -

(2)

Путём кажется быть слишком важным. В Англии есть
 критика традиционных методов. Однако, честно говоря,
 чтобы увеличить свободу в мире (как например свобода
 слова) уменьшить уровень бедности и вообще
 улучшить уровень жизни в обществе, нам нужно
 поддерживать политики. По-моему, политики больше
 интересуются будущим нашей страны (и мира), чем
 своей карьерой. ~~Но у них другая карьера~~

A + L 16 good range of vocabulary
 D + O 11 organisation generally clear

27

Examiner Comment

This essay is quite long (around 315 words) and covers a wide range of appropriate vocabulary. It contains some complex sentence patterns and is successful in avoiding repetition. The main implications of the question are explored within a generally clear organisational framework. The essay has an original feel about it, and there is clearly some ability to develop an argument on the part of the candidate. As a result, the essay qualifies for the Distinction band.

Accuracy and linguistic range

In addition to excellent subject-specific lexical items, this essay contains several excellent examples of expressions and syntax patterns ideal for a successful discursive essay: *к тому же, с одной стороны, во-вторых, я бы сказал, по правде сказать, честно говоря*. In terms of spelling, case endings and agreements, there are relatively few errors, and these at no time impede comprehension. Strangely, the Russian for 'on TV' is not known, but such an error is forgivable, given the high incidence of correct material presented.

Development and organisation of ideas

The essay opens with a comprehensive introduction outlining a good range of problems facing the world today and in the past. It is pointed out that politics itself can create problems, but that it is the duty of politicians to improve society. The candidate then goes on to suggest that if politicians wanted to become rich, they would follow other career paths, though he acknowledges the recent financial scandal involving UK MPs. The next paragraph is a little confused as several ideas are presented without a completely logical linkage of ideas. The candidate goes on to state he considers politicians to be interested in the future of the country and describes their important role as law-makers and improvers of people's lives by citing the example of the introduction of compulsory sport in schools in detail. The inclusion of the Camus quotation adds considerable weight to his argument. The mentioning of the responsibility of politicians when taking decisions about serious subjects such as war could have been further developed in a separate paragraph. In the last paragraph, the candidate acknowledges the criticism of politicians, but suggests we should support them in their aim to improve society in various ways. His view about the generally altruistic nature of politicians is reiterated in a powerful concluding sentence.

Accuracy and linguistic range 16/24

Development and organisation of ideas 11/16

Question

1 Выберите ОДНУ из следующих тем и напишите сочинение по-русски. Напишите 250 – 350 слов.

(a) «Самая серьёзная проблема в мире – загрязнение планеты». Согласны ли вы с этим мнением?

Mark Scheme

- Accuracy and linguistic range (24 marks) [AO2]
- Development and organisation of ideas (16 marks) [AO3]

Accuracy and linguistic range

22–24	<i>Excellent</i>	Almost flawless. Excellent range of vocabulary and complex sentence patterns. Good sense of idiom.
18–21	<i>Very good</i>	Highly accurate. Wide range of vocabulary and complex sentence patterns. Some sense of idiom.
14–17	<i>Good</i>	Generally accurate. Good range of vocabulary and some complex sentence patterns.
10–13	<i>Satisfactory</i>	Predominantly simple patterns correctly used and/or some complex language attempted, but with variable success. Adequate range of vocabulary, but some repetition.
6–9	<i>Weak</i>	Persistent errors may impede communication. Simple and repetitive sentence patterns. Limited vocabulary.
1–5	<i>Poor</i>	Little evidence of grammatical awareness. Inaccuracy often impedes communication. Very limited vocabulary.
0		No relevant material presented.

Development and organisation of ideas

15–16	<i>Excellent</i>	Implications of question fully grasped. Ideas and arguments very effectively organised, illustrated with relevant examples. Wholly convincing.
12–14	<i>Very good</i>	Most implications of question explored. Ideas and arguments well organised, illustrated with relevant examples. Coherent argument.
9–11	<i>Good</i>	Main implications of question explored. Organisation generally clear but lacking coherence in places. Some relevant examples. Some ability to develop argument.
6–8	<i>Satisfactory</i>	Some implications of question explored. Patchy or unambitious organisation, but with some attempt at illustration. Some irrelevant material.
3–5	<i>Weak</i>	Limited understanding of question. A few relevant points made. Rambling and/or repetitive. Ideas and arguments poorly developed.
1–2	<i>Poor</i>	Minimal response. Implications of question only vaguely grasped. Very limited relevant content. Disorganised, unsubstantiated and undeveloped.
0		No relevant material presented.

Indicative Content

Candidates are free to interpret the question in any way they wish. The following notes are not intended to be prescriptive but to give an indication of some of the points which could be made in response to the question. They are by no means exhaustive.

Opportunity to compare the impact of pollution on the planet with other problems it faces. Candidates are likely to discuss the problems of pollution and then explore other problems, before drawing a conclusion as to whether pollution can be judged to be the most serious problem for the planet, or whether other issues are more serious. The best candidates will draw a clear conclusion, justifying their opinion.

Example Candidate Response – Distinction

1. а) Самая серьёзная проблема в мире - загрязнение планеты.

В мире, наконец, признано самую серьёзную проблему - загрязнение. К сожалению, сегодня у нас большая проблема по этому?

Во-первых, я думаю у нас проблема потому что, некоторые не думают что у нас проблема загрязнения. Поэтому они не будут помогать останавливать загрязнение.

Трудно потому, что если мы думаем мы должны останавливать загрязнение и завод продолжает производить промышленные отходы кажется что наши попытки не имеют эффект. Итак я думаю мы должны соглашаться что загрязнение планеты - проблема.

Почему мы ^{хотим} ~~хотим~~ останавливать загрязнение планеты? Потому что я думаю, что мы хотим спасти окружающую среду. Каждый день большинство людей читают газету и после чтения газеты, она становится отходом. Только недавно мы ^{признаем} ~~признаем~~ что мы должны перерабатывать. Теперь переработка играет большую роль в этой ситуации потому, что можно читать газету, в сети на компьютере и поэтому не использовать бумагу.

В Англии, в центре города как Лондон, слишком много живут. В центре Лондона - река Темза и к сожалению Темза - очень грязная река. Грязная река. Конечно в Лондоне находятся много заводов и бизнесов и к сожалению у нас ~~проблема~~ у них промышленные отходы и выбросы.

28

For
Examine
Use

Сегодня я читал в газете «Ташкент», что ^{Большинство жителей} ~~каждая~~ ^{каждый} ~~самый~~ имеет 2 машины в семье. Нормально в городе шотек не ~~нужно~~ использовать машину, но ~~сегодня~~ ^{сегодня} ~~знает~~ ^{знает} сегодня ~~слишком~~ ^{слишком} потому, что слишком много людей живут в городах и городам должны расти итак человек должен использовать машину. Почему эта проблема? Потому что каждая машина имеет ~~именно~~ ^{именно} ~~именно~~ ^{выбросы}. Я думаю очень большая проблема - выбросы машин и можа заводов.

В будущем мы хотим бы спасти окружающую среду для поколения. Итак мы должны признать проблема. Сегодня используем топливу как газ или нефть но возможно мы должны искать другие энергетик, как ~~солнечная~~ Солнцу.

В заключение я соглашусь что сейчас у нас очень серьезная проблема. Конечно я понимаю у нас другие проблемы тоже но наш климат - очень важный и ~~критичный~~ конечно, наш окружающая среда.

A+L 17 generally accurate, gd range of vocab
D+O 9 main implications explored

D+0 9. main implications explored

(26)

Examiner Comment

This essay shows some ability to develop an argument and for the most part has a clear organisation. It is generally accurate, and displays a wide and appropriate vocabulary and some complex sentence patterns. At around 290 words, it covers sufficient ground to be worthy of entering the Distinction band.

Accuracy and linguistic range

The candidate writes in a mature and natural style that is easy to follow. There is a good range of appropriate subject-specific vocabulary and some excellent expressions suitable for discursive essays: *впервые, мы должны согласиться, что..., в заключение*. Though frequent, these are never overused. When candidates use such phrases to excess, an essay can appear to be no more than a list of clichés and is therefore unlikely to achieve higher marks. Despite its powerful linguistic effect, this essay does contain a number of basic errors: *мы хотим, мы хотел, другие*. The candidate should have allocated enough time to check over his work.

Development and organisation of ideas

The essay has a mature and philosophical tone to it. A clear stance is adopted from the start in a pithy opening paragraph. The candidate agrees that pollution is the biggest problem facing the world and then uses a rhetorical question to great effect. The problem is partly created by pollution deniers, and a good example of the consequences of such people's attitudes is given. The next paragraph again opens with a rhetorical question. The candidate's assertion that we want to stop pollution to save the environment is again supported by an excellent example. The fourth paragraph, which deals with overcrowding in central London and the pollution of the Thames, is matter-of-fact as is the next which is about the consequences of increasing car use in expanding urban environments. The topical reference to a newspaper article adds credibility to the whole argument. The need to develop alternative energy to save the environment for future generations is the subject of the penultimate paragraph which is followed by a disappointingly weak conclusion. Unfortunately, this is the only point where the candidate mentions the possibility of other problems, and so the essay cannot be placed higher than the Good mark band.

Accuracy and linguistic range 17/24

Development and organisation of ideas 9/16

Example Candidate Response – Merit

1.a)

«самая серьезная проблема в мире – загрязнение планеты». Согласны ли вы с этим утверждением?

Загрязнение так серьезная проблема, потому что это одна из проблем, которая есть проблемой для всех стран и всех людей, и бедные и богатые.

Сейчас в море у США, много нефти на воде, потому что нефтяная платформа взорвалась; слышали экстремал, которые смотрели воду, большинство рыб в этом районе моря погибли. Эта платформа одна из нескольких платформ в мире. Из-за этих экологических проблем, нет рыб в Луизиане, где у людей зависимость на рыбах.

For
Examiner's
Use

M

покупать деньги чтобы жить. Также, сейчас
 нефть загрязняет воду Калифорнии.
 В мире, много ^{мартных} платформ, и это взрыв
 только один пример. Это показывает опасность
 загрязнения.

Каждый год, огромный цифр людей
 погибнут из-за проблемах, как болезни
 и бедность. Нельзя думать, что загрязнение
 самая серьёзная проблема и платить
 много денег за исследованием о загрязнении,
 когда есть больше проблемы из-за других
 проблемах.

Всегда было загрязнение в планете,
 и это не было плохо для планеты; например

первые пески в пламене загрязняются
окружающую среду с окислением. Если
пески это не делают, мы не можем им
жить в пламене. Это означает, что загрязнение
нет вреда проблемам.

Трудно показать, что все проблемы,
которых мы думаем из-за загрязнения,
вероятно из-за загрязнения. Например,
к удивлению, эксперты никогда не
показывали, что пламена жарче чем это
лет из-за загрязнения, и не ^{только} из-за
солнца.

У нас есть виды чистых энергий, например
ядерная энергия. Если пламена становится

u

мужком друзьями, мы можем использовать
 много автоматных электромашин, и в
 таком образе, у планеты будет время,
 чтобы очиститься.

Загрязнение планеты ^{одна из} единственной проблемой,
 которая уходит без решения (если
 мы не еще загрязняем то как время).

В заключение, я не согласен с
 мнением, что загрязнение планеты
 самая серьезная проблема в мире, потому
 что хотя эта всемирная проблема, и
 есть причины из-за этой проблемы, у
 нас есть чистые энергии, планета
 чистится, и больше люди познаны из-за

других проблемах. Но есть возможность, что
в будущем эта самая серьезная проблема,
потому что могут загрязнение
увеличить.

A + L 10 satis. variable success
D + O 8 main implications explored, org. generally clear

(18)

Examiner Comment

This essay's length is approximately midway through the recommended word limit. The organisation is somewhat patchy, but some implications of the question are explored. There is some attempt at illustration. Some complex language is used but with variable success. The answer falls right on the Merit band.

Accuracy and linguistic range

The range of vocabulary is good, but the accuracy of it and the use of the case system and endings are often found wanting (e.g. *одна из проблемах, большинство рыбы, из-за эти экологически проблемы*). Vocabulary is occasionally confused: *покупать [получать?]* as is syntax: *ли [бы?]*. Nevertheless, there are many correct endings in this essay and the candidate can clearly communicate well. He has therefore been awarded a mark at the bottom of the Satisfactory band. If the errors are careless ones, he might have benefitted from spending more time checking over his work, even if this had meant writing less.

Development and organisation of ideas

The candidate starts by agreeing that pollution is indeed a serious problem and goes on to cite in detail an excellent topical example, the oil pollution from the leaking well off the Louisiana coast. Despite the obvious dangers of pollution, for the candidate, this is not the most serious world problem. Disease and poverty are suggested as the causes of more deaths. It is then suggested that pollution can be a natural phenomenon and therefore not always a bad thing. The next point is slightly confused: not all problems we associate with pollution are caused by it and experts have not shown that the planet is warmer these days because of pollution rather than the effects of the sun. Somehow the candidate thinks pollution is a cause of global warming. It is therefore necessary for him to have said how this comes about. For the candidate, nuclear energy is clean energy and this should be used to give the planet time to clean itself up. He suggests that pollution will go away unaided, then concludes by simply repeating previous points, but adding that perhaps one day pollution will indeed be the most serious world problem. The reason that pollution is getting better [lessening?] is unclear. The actual language used sometimes fails to communicate the candidate's ideas clearly and the logic is sometimes flawed.

Accuracy and linguistic range 10/24

Development and organisation of ideas 8/16

Example Candidate Response – Merit

1a)

For
Examiner
Use

Загрязнение планеты очень серьёзная проблема в мире. Загрязнение планеты не хорошо для миру, создает мир теплее и делает много проблем для миру. Однако, Загрязнение планеты более новая идея, чем мира или демократии, и много людей верят, что загрязнение планеты не самая серьёзная проблема в мире.

Первый пункт — загрязнение планеты не хорошо для миру, потому что оно "умерит" планету. ^{это} которая очень большая проблема потому, что это плохо для животных во всем мире, также в океан. ~~В северных районах~~ В северные районы, как Аляске медведи не могут ^{в специальнох местах там} ~~жить~~ жить потому, что —

24

проблемы ~~сейчас~~ ^{они} — тохие сейчас, ^{они} ~~сейчас~~
 тохие и в они будут тохие. Также если
 вы ~~не~~ не имеет денег, загрязнение планеты
 не было сейчас серьёзная проблема в мире по-вышнему,
 но вы же вы хотите дома, машину и деньги.

Наконец, загрязнение на планете очень
 серьёзная проблема в мире, и это один из
 главных проблем в мире сейчас, также с
 миром, и демократией. Однако, загрязнение
 планеты не самая серьёзная проблема в мире
 потому что есть слишком много проблем
 в мире, которые ^{также} — очень серьёзные.

A+L 10 Satisfactory, variable success

D+O 9 Main implications of question explored

19

Examiner Comment

The essay is around 265 words long, covers a range of points supported by a good number of relevant examples and displays some ability to develop argument. At 19/40 it falls just inside the Merit band.

Accuracy and linguistic range

From this point of view, the answer is just satisfactory. A number of expressions, notably *загрязнение планеты* and *для миру*, are rather frequently repeated. Candidates are advised to attempt alternative ways of expressing concepts to display as wide a vocabulary as possible. There are numerous apparently careless spelling mistakes and errors in morphology and case endings (*для миру, имеет*), though these do not impede communication. The use of *анималов* would however impede communication for a Russian speaker with no knowledge of English. A strategy for maintaining comprehensibility when unsure of a key word is to list some known specific concepts along with the unknown generic one. One could write: *Это плохо для собак, тигров, жирафов и других животных...* The candidate generally uses simple syntax and vocabulary. Success is variable (e.g. the use of *умерли* for [killed?]).

Development and organisation of ideas

The candidate states that pollution is indeed a serious problem, but that for many it is not the main one. In attempting to illustrate the point that pollution is bad for the animal world, he then goes out on a tangent about the consequences of global warming. Further examples of different and, perhaps, more serious problems facing the planet are introduced: peace [lack of?], hunger, democracy [lack of?] and poverty. The candidate concludes by stating that pollution is only one of many serious problems today. Because there are a few occasions when the sequence of ideas becomes slightly confused, the essay just scrapes into the 9–11 box.

Accuracy and linguistic range 10/24

Development and organisation of ideas 9/16

Example Candidate Response – Pass

План: ① загрязнение планеты: много наносит
 вред планете:
 - в России прозкой «UNIPOL»
 готовить одесные
 мпоуёх - надежда алднрмем Росси -
 вприме илптарованъ.
 ② - Экономика серьёзная проблема, -
 самое важное в России сегодня - это
 то, что происходит в экономике.
 ③ Важнее было то, правительство
 относится к этому вопросу.
 ④ Политическая ситуация:
 Conclusion
 1а) Я, согласен, что серьёзная
 проблема в мире - загрязнение планеты.
 Глобальное потепление - главная
 экологическая проблема наших дней.
 Много людей наносит вред планете

Например: ^{обеспечение} ~~обеспечение~~ . Русские
 правительства думают, что ^в серьёзная
 проблема. ^{Недавно} , Русское правительство
 финансировало проект с « UNIDO »
 недавно. Русские журналы пишут,
 что правительства хотят поглотить
^{арестовать}
 обеспечение.

Более того, всё должно
 исторично использоваться. Это
 показывает, что загрязнение планеты
 - серьёзная проблема. В России
~~они~~ они понимают, что мопедёр
 - надежда молодёжи России и
 очень важный, что мопедёр

считают, что загрязнение планеты
- серьёзная проблема.

Однако, многие говорят,
что не самая серьёзная проблема
в мире. Многие говорят, что
самое важное - это то, что
происходит в экономике. Я
думаю, что всё зависит от того,
как мы подходим к проблеме. Самое
важное сегодня в России - это
то, что происходит в экономике
потому, что много людей безработны.
Но, всё же в мире самая
серьёзная проблема - загрязнение

планеты.

К тому же, политическая
ситуация опасной проблема. Если
политическая ситуация не стабилизируется
очень трудная получить например
консервация. Так, важнее
того, то, как правительства
относится к этому вопросу.

В конце концов, я согласен
с этим мнением потому, что
загрязнение планеты только
проблема в мире.

A+C 7

D+0 10

~~один из самых~~

17

Examiner Comment

The essay is only about 180 words long, but contains a fair amount of high-level and appropriate vocabulary. The main implications of the question are explored, relevant examples are given, and there is some clear ability to develop an argument. For all these reasons, it is worthy of a good Pass.

Accuracy and linguistic range

The essay contains adequate expressions of justification and argument and some excellent vocabulary for this question: *глобальное потепление, обезлесение, всё зависит от того, как мы подходим к проблеме*. There are, however, several instances of incorrect vocabulary and where comprehension might well be impeded, e.g. *арестовать* [stop?]. The syntax is sometimes hard to follow.

Development and organisation of ideas

The essay has been well planned, leading to generally clear organisation. Making a plan of the answer, even a basic one, often brings rich dividends for candidates of all abilities. The essay opens with the candidate agreeing that pollution of the planet is indeed a serious problem. Specific examples of other related environmental problems are cited (global warming, deforestation) with an attempt to say that the Russian government has been working with UNIDO to prevent this. There then follows an attempt to say that recycling is a good idea and that it is important that Russian youth understands the seriousness of the pollution problem. A counterargument is then introduced: many believe that the most important thing is the economy and its problems (unemployment etc.). A personal opinion then follows: the most important thing for Russia is the economy and political stability. Without stability, conservation? cannot easily be helped. Pollution is just one problem in the world.

Accuracy and linguistic range 7/24

Development and organisation of ideas 10/16

Example Candidate Response – Pass

a).

For
Examiner's
Use

Трудно сказать, если самая серьёзная проблема в мире загрязнение планеты. Много проблем в мире, на пример терроризм. Я думаю, что это очень серьёзная проблема, потому что много людей умерли в Лондоне в 2005-ом году и в Нью Йорке в 2001-ом году. Мне кажется, что Осамы Бин Ладен очень плохой человек, и что в будущем будут другие террористические атаки.

Война также очень большая проблема. Много людей умерли в Ираке и в Афганистане, и в будущем много будут умереть. Я думаю, что должен остановиться войны во всём мире.

В Африке, не много есть или пить, и это серьёзная проблема.

B

Однако, я согласен, что загрязнение планеты
 самая большая проблема в мире. Надо есть планета
 где можно жить, но если моря слишком
 болотистые, и если нет лесов, будет не красивая
 планета, и очень трудно жить. Мне кажется
 надо делать много остановиться это, и скоро.

10 satisfactory range of vocab.

6 some implications of question explored

16

Examiner Comment

At only 139 words, this essay falls well short of the minimum recommended word limit of 250. Nevertheless, a clear attempt has been made to answer the question, and adequate marks for a Pass have been given in both categories.

Accuracy and linguistic range

The essay from this point of view is just satisfactory. Syntax patterns are mainly simple. There is a range of vocabulary, though much is rather basic. Despite some errors, everything is comprehensible save for the word used to describe *моря* [seas?] in the last paragraph. Case endings and agreements are generally correct. The candidate is not alone in thinking wrongly that the Russian word for problem is masculine. Some basic forms of the language of justification are present: *Я думаю, что...*, *я согласен, что...*, *мне кажется, что...*

Development and organisation of ideas

The candidate appears to skirt round the focus of the question. Only in the last paragraph does he refer to the consequences of environmental pollution for the planet and then only in general terms. Instead he provides examples of other problems facing the world: terrorism, war, famine and water shortages in Africa. The first two of these points are illustrated with good examples. This contrasts with a distinct lack of examples of environmental catastrophes which might well have formed the focus of an essay written properly to the title. The last sentence, which forms a short conclusion, ensures the essay can be described as just satisfactory. Some implications of the question have been explored and organisation is unambitious.

Accuracy and linguistic range 10/24

Development and organisation of ideas 6/16

Paper 4 Topics and Texts

Part I Topics

Part I: Cultural Topics (30 marks)

Choose **EITHER** question A **OR** question B from **ONE** of the topics and answer it in **Russian**.

Recommended length: 250–400 words.

You should bear in mind that you will be assessed on both **content** and **language**.

In your essay in Part I you must refer to **TWO** works from the prescribed list. You may also refer to other sources.

Mark Scheme

Candidates are to attempt one question from Part I: Topics and will write their answers in the Target Language as these texts/films are to be studied primarily in cultural context (be it historical, political, social) as well as a literary/cinematic one.

Answers are to be marked out of 30 according to the criteria below:

- 20 for Content [AO3: 10 marks, AO4: 10 marks]
- 10 for Language [AO3]

This paper is intended to test candidates' knowledge and understanding of a topic and their ability to use this knowledge to answer questions in a clear and focused manner. A sophisticated literary approach is not expected (although at the highest levels it is sometimes seen), but great value is placed on evidence of a firsthand response and thoughtful, personal evaluation of what candidates have studied. Candidates may have been encouraged to depend closely on prepared notes and quotations: quotation for its own sake is not useful, though it will not be undervalued if used appropriately to illustrate a point in the answer. This applies to films as well as literary texts. Texts and notes may not be taken into the examination.

Candidates will not tend to show **all** the qualities or faults described in any one mark-band. Examiners will attempt to weigh up all these at every borderline, in order to see whether the work can be considered for the category above.

Examiners will take a positive and flexible approach and, even when there are obvious flaws in an answer, reward evidence of knowledge and especially any signs of understanding and careful organisation. In the marking of these questions, specific guidelines will be given for each question, agreed by the examination team.

Part I: Topics – Content

18–20	<i>Excellent</i>	Excellent ability to organise material in relation to the question. Comprehensive knowledge of both texts/films. Ability to look beyond the immediate material and to show good understanding of underlying themes.
15–17	<i>Very good</i>	A thoughtful and well argued response to the question. Thorough knowledge of both texts/films. Detailed understanding and illustration of thematic and comparative issues.
12–14	<i>Good</i>	A well argued response to the question. Equally sound knowledge of both texts/films. Good understanding and illustration of the thematic and comparative issues.
9–11	<i>Satisfactory</i>	A mainly relevant response to the question. Shows fair knowledge of texts/films. Some understanding and illustration of the thematic and comparative issues AND/OR good understanding of texts/films, but lacking detail. Stronger on one text/film than the other.
5–8	<i>Weak</i>	An uneven OR basic response to the question. Shows some knowledge and understanding of the texts/films. Includes some relevant points, but development and illustration are limited. Contains padding AND/OR has some obvious omissions OR is largely narrative.
1–4	<i>Poor</i>	Little attempt to answer the question. Poor knowledge and understanding of the texts/films. Insubstantial with very little relevance.
0		No rewardable content.

Part I: Topics – Language

10	<i>Excellent</i>	Almost flawless. Excellent range of vocabulary and complex sentence patterns. Good sense of idiom.
8–9	<i>Very good</i>	Highly accurate. Wide range of vocabulary and complex sentence patterns. Some sense of idiom.
6–7	<i>Good</i>	Generally accurate. Good range of vocabulary and some complex sentence patterns.
4–5	<i>Satisfactory</i>	Predominantly simple patterns correctly used and/or some complex language attempted, but with variable success. Adequate range of vocabulary, but some repetition.
2–3	<i>Weak</i>	Persistent errors. Simple and repetitive sentence patterns. Limited vocabulary.
1	<i>Poor</i>	Little evidence of grammatical awareness. Very limited vocabulary.
0		No rewardable language.

Question 3B

1917 И РЕВОЛЮЦИЯ

А. Блок, *Двенадцать*

В. Маяковский, *Клоп*

Фильм: *Октябрь* (режиссёр С. Эйзенштейн)

«Революция была замечательной темой для литературы и кино». Изучив выбранные вами произведения, вы согласны / не согласны с этим мнением? По-вашему, эти произведения производят большое впечатление на читателя и зрителя?

Indicative Content

Candidates are likely to agree with the view that the 1917 Revolution was a remarkable subject for literature and cinema. By detailed reference to the themes, plots, characters and settings of the studied works, they should illustrate how these make a big impression on the reader or viewer. The best answers will probably discuss in detail the original poetic, dramatic and cinematographic techniques used to make these works effective as artistic creations as well as media for the conveying of political ideas. See Q3A (later) for more specific detail.

Example Candidate Response – Distinction

3.B. В своём шедевре «Октябрь» Эйзенштейн интересуется историей и политикой Революции. Он говорил, что фильм – точное изображение Революции от 'очевидца'. Фильм празднует годовщину Революции Бомышевиков в 1917-ом году и изображает неизбежность и жёлательность победы рабочих. Однако есть много исторических погрешностей в фильме. В пьесе «Клон» Владимир Маяковский интересуется ~~ж~~ народом СССР и поведением общества перед и после Революции. Он критикует результат Революции и упрямляет зрителей ~~от~~ изображением нового советского

будущего общества, ~~которо~~ которое
без культуры.

В «Октябре» есть много
✓ сильных картины, например историзирование
Зимнего Дворца и поднятие ~~и~~ мостов
✓ мостов. Эйзенштейн поддерживал
Большевики и его изображение
Революции — положительно, и его
✓ изображение врагов — негативно. Керенский
— диктатор и трус, Ленин —
✓ герой и сильный вождь, кто убрал
Керенского и злое Временное Правительство.
Все картины в фильме изображает его
✓ поддержку партии Ленина монтирует.
Эйзенштейн хотел сообщить зрителям,

что социализм лучше, чем буржуазный капитализм.

Однако в фильме есть много исторических погрешностей ~~и~~ и пропаганды, например история Зимнего Дворца, который провозглашен совсем не так. Хотя, киноискусство в фильме удивляет шир, и сегодня «Октябрь» считается как шедевр.

В пьесе «Клоп» Владимир Маяковский критикует результаты Революции, он вопрошает о том, что Революция шла в неправильное направление. Пьеса — сатирическая критика общества после Революции.

✓ Присыпкин, или «Пьер Скрипкин»
 хочет найти новый буржуазный бейт
 ✓ — «я зеркальным шкафом интересуюсь»,
 ✗ но он образованный и просто хит.
 Прошло пятьдесят лет, на сцене
 в разговоре, Маяковский изображает
 свою идею нового советского буржуазного
 общества, ~~который~~ которое без культуры
 и без жизни. Люди — бесчеловечны и
 ✓ бесчувственно «Пойти алкоголем,
 ? животные обесчелочены подагрой и
 идиотизмом». ~~Маяковский изображает,~~
 что Маяковский поддерживал мотивом
 Революции, но он критикует будущее
 общество, у него был негативный

иненито советского жизни.

Сергей Эйзенштейн создал шедевр своим революционным монтажем. Свои свои фильмы изображает победы рабочих в 1917-ом году, однако фильмы не правильно. «Клон» ~~критический~~ — сатирическая комедия и Маяковский употребляет игру слов и лингвистический юмор сообщить проблемы с Революцией.

? Хотя, пьеса не ~~успешна~~ успешна ~~и~~, ни Эдвардска, потому что её очень трудно читать и понимать

сообщение пьесы. «Октябрь» — изображение пропаганды ~~портретное~~ изображение Революции, хотя

Это не правильно, л. «Клон» —
 [Эйзенштейн переписал историю

нереалистические изображение
общества после революционного
периода. Эйзенштейн показывает реальную
пропаганду о войне между Большевиками и
буржуазными. Маяковский показывает
не правильная идея советского общества
после Революции.

Content

Sound Knowledge

13

Language

Highly accurate

8

(21)

Examiner Comment

This is a well argued response, displaying sound knowledge of both works. It is easy to read as the language is highly accurate. There is a wide range of vocabulary and complex sentence patterns.

The candidate addresses both parts of the question, though without referring directly to the language of either part of it. This is perhaps a somewhat dangerous strategy, but here it has paid off. By describing *Октябрь* as a masterpiece and mentioning how Mayakovsky *удивляет зрителей изображением нового общества* in the first paragraph, the candidate really only subsequently requires to provide detailed descriptions of the play and film, pointing out how effectively the Revolution serves as their themes. This is more or less exactly what has been done.

The answer makes reference not only to the many striking images in the film, but also to the numerous falsifications of historical fact. Eisenstein's ideological stance, emphasising Lenin as a hero and strong leader and vilifying Kerensky and the Provisional Government is clearly explained. More could perhaps have been said about the film-maker's cinematographic techniques.

The candidate shows clearly how Mayakovsky through satire points out that the Revolution has gone off course. The context of the quotations offered as substantiation needs to be established for greater effect and precise examples of his word play and linguistic humour could have been given.

The essay is spoiled a little by the controversial statement that the play is unsuccessful because it is hard to read. The argument peters out, and it could well be the case that, despite the initial plan, it is not quite finished. Nevertheless, this is good work, worthy of a mark at the lower end of the Distinction band.

Content 13/20

Language 8/10

Question 3A

1917 И РЕВОЛЮЦИЯ

А. Блок, *Двенадцать*

В. Маяковский, *Клоп*

Фильм: *Октябрь* (режиссёр С. Эйзенштейн)

Какую картину Революции и послереволюционного периода показывают нам создатели выбранных вами произведений? По-вашему, эта картина хорошо передаёт нам дух времени?

Indicative Content

Candidates should describe the picture conveyed of the 1917 Revolution and its aftermath by the creators of the studied works. They should then express a view as to whether and to what extent the works convey to us the spirit of the age.

Blok's poem soon became regarded throughout the world as the essential expression of the Revolution, celebrating passion, excitement, elemental violence, raw emotion and heightened sexuality because of constant danger. Despite its relative shortness, the poem presents us with a variety of social types (Red Guards, priests, prostitutes, the bourgeoisie etc.) and their attitudes to the Revolution. Each of the twelve sections has its own rhythm and mood, and Blok exploits a fascinating variety of popular poetry and song types as well as parodied liturgical forms, slogans and invective of the time. Some of the references to Christ and religion lend themselves to multiple interpretation, however, and the reader can interpret the work as a less than wholehearted endorsement of the Revolution. It can equally be argued that Blok's view is consistent in that the practices of organised religion had become a far cry from Christ's teachings about equality. Seen in the wider context of Blok's writing and that of other prorevolutionary writers, the image of Christ at the very end of the text can be shown to be not incongruous and indicative of one of many points of view represented within the work.

Клоп, a brilliant comic satire, was written in 1928 as part of the author's struggle against philistinism. Mayakovsky criticises those who have made elements of pre-revolutionary life a part of their everyday existence in the USSR through the character of Prisyarkin, the embodiment of a number of bourgeois traits, tastes and values. The former Party member, styles himself Pièrre Skripkin, has a penchant for fashionable clothes and hair, likes to wear a tie, dances the foxtrot and sees it as his right to have the good life since he has fought for it. The writer abandons his pregnant girlfriend, Zoya, to marry El'zevira, the cashier of a beauty parlour, failing to react when Zoya attempts to shoot herself. During the wedding speeches a grotesque fight develops, ending with a fire from which there are apparently no survivors. However, Prisyarkin does survive, frozen in a cellar. In 1979, when he is discovered, a democratic vote is taken about whether to unfreeze him or not. Despite the reservations of many that there is a danger of the arrogance and sycophancy of the late 1920s being spread, the majority vote for him to be brought back to life. But Prisyarkin *does* spread the feared diseases along with a liking for alcohol, cigarettes, decadent music, dancing and love. Ultimately, he is exhibited in a zoo together with the bedbug which was unfrozen with him, two parasites sharing a cage and highlighting the "horrors" of a bygone age. The zoo director announces that the mammal was wrongly classified as belonging to the highest group of humanity, the workers, and suggests he is more dangerous than the bedbug, being able to lure his victims with his pre-revolutionary behaviour and tastes, disguised as those of the new society. In a final twist, reminiscent of Gogol's *Ревизор*, Prisyarkin addresses those come to view him, hailing them as his brothers and inviting them to join him. Candidates are likely to suggest that the satire brilliantly conveys the issues of the day using an effective mixture of dramatic techniques, topical references, music, songs, dance, unusual sets, interesting plot and characters et al.

Октябрь was commissioned for the tenth anniversary of the Bolshevik Revolution, and it is thus logical that the film depicts the Bolsheviks' version of that event to their advantage by distorting incidents and the roles and deeds of important participants. It should therefore be in no way astonishing that Trotsky, who appears in only one scene, the Provisional Government, Kerensky, Kornilov, the Mensheviks and other revolutionary groups are all portrayed negatively. Nevertheless, despite its distortions and sometimes because of them, the film successfully conveys the excitement and revolutionary spirit of the time. This is often due also to Eisenstein's artistic methods: the rapid pace of action, the scale of production, especially in the storming of the Winter Palace, large demonstrations and marches, the use of actual settings rather than scenery, the use of synaesthesia, use of parody for comic effects and the power of the musical score.

Example Candidate Response – Merit

3A. Какую картину Революции и
Послереволюционного периода показывает нам
создатель выбранной вами произведения?
По-моему, эта картина хорошо передаёт
нам дух времени?

В пьесе советского поэта и драматурга
Владимира Маяковского «Клоб»
автор нам показывает изображение
Послереволюционного периода в России и
также изображение будущего, через
жизни Ивана Трысидкина, муж непростой
неприятный, и через этого, Маяковский
хочет показать представление революции
в годы 1920-ых гг., если не бы
хотел показать представление, он хотел

показав что Революция шла
 в ^{иные} неправо^{ильное} правление. С другой
 стороны, режиссёр «Октябрь»,
 Эйзенштейн, выбрал празднование
 десятилетия и победу Советского Союза
 1917 Октябре 1917-ого года, и,
 в то же время он хотел еще снять
 фильм артистический и также красиво
 для мира кинематографического. И,
 помню, у ^{автора} ~~автора~~ есть разные цели
 и с ^{произведённых} ~~произведённых~~ есть разные
 картины революционной и послереволюционного
 периода.

В наше Мадридское, мы увидели мир
 где там есть труд для рабочего класса

- пролетариата
 ? ~~работники~~ Работой, и буржуазии,
 ? как было в прошлом калы революция ~~была~~
 ? ~~была~~ была, уже были и улетели
 гензбы. Мы были это когда мы
 ? были ~~друзья~~ конференция¹⁰ между ^{инженера} рабочими
 и своего друга
 ? в доме где Третьяков жил, когда он
 не уже сказал что, он хотел зайти на
 ? Эзевирал Рензакес¹⁵¹
 ? Это не согласно с ~~вопрос~~ мнением
 фильма «Октябрь», где Ленин
 сказал скажет что, Члены Партия,
 как Члены победы Революции, будут
 ? ~~представитель~~ ^{гавань} хлеб и земли. Мар Вигор
 ? Ясно что, Эзевирален ~~читается~~
 что эти слова будут правдой.

[illegible]

глг²
 и войны России. 247 Интернетом создан
 изображение положительное Революция,
 и войны показ~~ыва~~^{ыва}ет ~~как~~ победу войны
 в Муху.

Марковский, война, война
 показыва^{ет} как война России гласит,
 и из того она гласит это. От
 Членов что парламенту след заставить
 Парламент, что война закончить и
 инициативу в России, и гласит
 гласит гласит гласит этого. Гласит, гласит
 Гласит ~~как~~ гласит гласит гласит
 гласит гласит. Марковский, как
 Членов гласит в войне гласит что
 это гласит гласит гласит. 308

В начале второй главы, Маяковский создал мир будущего, куда мы не

идём, и люди не человеческие,

? потому что не хотят быть ^(хотят) рабами,

но только хотят ^{полностью} работать

для государства. Когда в ^{Хрущёв} Хрущёв

нашёл (или Пётр Скрипкин, как свой

завод) находится в новостях мира, он

хотел бы читать "для души", который

эпизоды будущего не понимают. (356)

Маяковский верит что если ^{партия} Россия

не закончит механизацию, Россия

будет терять душу.

И, когда он изучает историю

России, ясно что

? Ясно, когда он изучает историю

Поему, что картина и кино,
 друг без друга, только правильно чаш
 картина в Европе, же переписи
 не показана. Но показана правильно,
 как революция находит родег.

Content

Some understanding and illustration of thematic and comparative issues.

10

Language

Some complex language attempted, but with variable success.

5

15

Examiner Comment

This is a mainly relevant response, showing fair knowledge and understanding of the thematic and comparative issues in the studied works. It is unfortunate that in some places the attempt at complex language fails to communicate, and the point is lost. Since more marks are allocated for content than for language, candidates are advised that they will most likely score higher marks if they stick to conveying complex ideas in simpler language unless they are really fluent or well practised in a particular response area.

At just over 400 words, this answer obviously is meant to be detailed. The introductory paragraph is excellent and contains much accurate information about Mayakovsky and Eisenstein as well as their artistic aims and achievements, all in relation to the picture of the Revolution and the post-Revolutionary period mentioned in the first part of the question. The fact that these aims and achievements are different is appropriately mentioned at this point.

The candidate's essay technique continues correctly. He tries in subsequent paragraphs to focus on specific aspects of the two works which illustrate the differing aims of their creators, but as only some of the points are communicated, the overall effect of the argument becomes patchy. Nevertheless, the examiners can

see that the candidate understands that Mayakovsky is criticising those who appear to have betrayed the Revolution and that Eisenstein presents us with a depiction of the events of 1917 as a triumph for the Party, Russia and its working class.

The candidate is also right to include a description of some of Eisenstein's cinematographic techniques. The example of montage when the white horse falls from the bridge into the river is a well chosen illustration of the Bolshevik attitude to Kerensky and his government. The point that Part 2 of Klop is meant to be a warning that Russia may lose its soul is also well made.

Generally speaking, the candidate provides a lot of information relating to the first part of the question, but fails to link this to the second. Indeed, there is no mention in the essay of *дух времени* whatsoever. In order to achieve the higher mark bands it is essential to answer both parts of the question, though not necessarily in equal amounts of detail.

This essay is, however, a brave attempt and clearly worthy of the Merit band.

Content 10/20

Language 5/10

Question 1A

ДЕТСТВО

Л. Толстой, *Детство*

В. Панова, *Серёжа*

Фильм: *Возвращение* (режиссёр А. Звягинцев)

Опишите отношения между детьми и родителями в выбранных вами произведениях. По-вашему, эти отношения хорошие?

Indicative Content

Candidates should first describe the relationships between parents and children in their chosen works before assessing whether or to what extent these relationships are good ones.

The narrator of *Детство* has a good relationship with his mother, Natalya Nikolaevna, a weak and sickly woman who appears to suffer from depression, perhaps brought about from her husband's gambling and philandering, and who dies from what might be cancer towards the end of the text. She displays a great deal of love towards her children, showing concern for her son's safety when on horseback, becoming very emotional when the boys are leaving for Moscow and imploring her husband to bring the children to her for one last embrace before her death. The adult narrator as well as the ten-year old Nikolay express fond memories and genuine love for this religious woman who was able to retain a strong bond with her children, despite not playing a full role in their day-to-day lives. Candidates are also likely to conclude that the relationship between Petr Aleksandrych and his children (particularly his sons) is a good one, albeit for different reasons. Strong-willed and controlling, but amiable, emotional and in his own way caring, the narrator's father wishes his sons to acquire a knowledge of Moscow society, despite having reasons of

his own for being there. He is capable of kindness, deciding to bring the boys' tutor to Moscow instead of dismissing him and saving Nikolay from complete embarrassment when he fails miserably to dance a mazurka. When he returns with his sons to his dying wife, he displays genuine grief.

In *Серёжа*, Korostelev, Serezha's step-father, a kind, intelligent and even-tempered man quickly assumes a much larger role in the boy's life than his mother. Dmitriy Korneevich takes on the role of the positive (male) hero of Socialist Realist fiction, in charge of the family unit, ever ready with the correct solution to practical and emotional problems. For a teacher, Serezha's mother displays poor insight into the emotional and intellectual needs of the young child. Though loving and physically affectionate, she sees discipline, good behaviour and unquestioning obedience as paramount. It is the pedagogically inexperienced Korostelev who provides the understanding the little boy requires, talking to him as an equal and answering his questions truthfully, thus providing the child with a sense of self-worth and dignity, frequently denied by the imperious adult. Korostelev's function is not merely to buy Serezha presents and deal with his broken bicycle. He also takes away the boy's fear of death and tries to persuade him why it would be better for him not to go with them to Kholmogory and that he should not cry; it is bad for him, it upsets his mother and it is not manly.

In this text the relationships between the child and his parents are excellent. This is not true of the situation of the boys in the film *Возвращение*, however. Andrey and Vanya are apparently content living in reasonable circumstances with their mother and grandmother, protected from any knowledge of their father's past. They have friends and are to a degree streetwise, being part of a group of lads who typically ostracise the younger boy, Vanya, when he fails to jump from a high tower into water. The close and loving relationship between Vanya and his mother is demonstrated when she rescues him from the tower after his panic attack. When the boys' father unexpectedly turns up, Andrey is attracted to his powerful physique and is flattered at being offered and given alcohol, while Vanya is still too young to find his father's macho qualities attractive. The trip proves to be a learning experience for them in many ways as their parent, brutalised by his own experience of life, controls their behaviour in a determined and sometimes violent manner, probably because for him the trip has an additional purpose behind it other than fishing. The father tries in vain to make the boys beat up a young thief who has made off with his wallet. He punishes Vanya, who is reluctant to call him "Dad", for grumbling by abandoning him on a road in the middle of nowhere. When Andrey and Vanya fail to return on time from a boat trip, the father punishes Andrey by beating him several times. Vanya, who has stolen a knife for protection, threatens to kill him, then runs off, taking refuge on a high tower despite his fear of heights. Their father tries to catch Vanya, climbs the tower and falls to his death on the ground below. Despite their father's brutal behaviour towards them, both boys are affected by his death. Though it could be argued that the boys, particularly the younger one, are slightly spoiled and lacking in certain life-skills, their parent fails to bond with them because his value-system is just too different from that which his sons regard as normal. He makes no allowances for getting to know two virtual strangers, instead simply assuming he can force his value-system on them as he attempts to make up for twelve years of lost parenting. As the boys are already teenagers, it is clearly too late: the relationship is doomed from the start.

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* 393408503 *

Question
number

Content Some relevant points. Limited development. 8

3

Language Some complex language attempted. Variable success. 4

For
Examiner's
Use

счастливым ~~жизнь~~, но ~~отношения с матерью~~ матерью.
Он очень любит игры; "А не будет игры, что не только
отнёсся", и тоже он типичный ребёнок. Он ~~сказал~~ ^{мне}
часто ~~завершил~~ сказал "когда же я буду волшебной". Но
Ксакальню, в детство, ^{есть} часто забытие которых
мечают жизнь ребёнка. Когда умерла ~~его~~ у Николая
умерла ~~мать~~ мать, после этого окончивает его
детство. Поэтому, отношения с матерью очень короткая.
Для Николай, отношения с ^{папаша} ~~папаша~~ не хорошая.
Но своя учитель, Карл Иванович ~~играет~~ играет роль
отца. Он показывает Иван дела, ~~кот~~ которых, часто
делают отцу. Он показывает любовь ~~котор~~ как отцу и
когда Иван ~~шёл~~, ~~е~~ ~~от~~ он тоже не счастливый.

В заключение, я считаю, что когда дети
видят видят мир взрослых, он не могут часто ним
справиться. И они часто возвращаются в свой мир, и
в своё детство, как это показано в фильме
"Возвращение". Но я тоже думаю, что дети предпочитают
любовь матери потому, что это более лёгкая чем
любовь отца. Роль отца не далеко от учителей и
хотя, это хорошо для образование и воспитания, это
тоже очень трудно. Поэтому в "Детство" и в "Возвращение",
отношения с матерью всегда хорошая.

Examiner Comment

This is a relatively weak response in which, amid a sea of generalisations, the candidate makes a few relevant points, failing to develop or illustrate them adequately. On the whole, simple patterns are used. Some more complex language is sometimes attempted, but with variable success.

The candidate has made a vague plan, but appears not to have stuck to it. In the opening paragraph he makes the obvious point that childhood is an important time and that the role of parents and their relationships with their children are likewise important. Since candidates are expected to demonstrate textual knowledge, it would have been better to supply specific detail about the parents and children in

the works to be discussed along with some information about their creation and the periods they are set in. Examiners will not automatically assume that candidates have studied the set works. There has to be evidence in the answer for this to be credited.

In the second paragraph the candidate gives a personal opinion about the roles of parents and states that, in the film, Ivan and Andrey have a good relationship with their mother. This may be true, but the essay must contain supporting evidence. The points made about the boys' relationship with their father are also true, but a detailed account of why we may conclude this is necessary.

Slightly more detail is provided about the Tolstoy text, including the excellent point that Nikolay's tutor sometimes plays the role of father to his charge. Nevertheless, insufficient detail is provided about the content of this work, also. It is good to include quotations as supporting evidence for a point of discussion. However, it is essential to give the quotations' context and to explain their significance in relation to the point being made. The essay's conclusion returns to generalisations which are largely unrelated to the works studied.

This candidate requires more practice in making explicit his thoughts about the studied works and appears to be unaware of the need to describe the obvious to gain marks relating to textual knowledge. However, the essay is worthy of a clear Pass.

Content 8/20

Language 4/10

Part II Texts

Part II: Literary Texts (30 marks)

Choose **EITHER** question A **OR** question B **OR** question C on **ONE** of the literary texts and answer it in **English**.

Recommended length: 450–600 words.

You should bear in mind that you will be assessed on both **content** and **structure**.

Mark Scheme

Candidates are to attempt **one** question from Part II: Texts and will write their answers in English as these texts are to be studied primarily from a literary point of view.

Answers are to be marked out of 30 according to the criteria below:

- 25 for content [AO3: 10 marks, AO4: 15 marks]
- 5 for structure [AO3]

Examiners will look for a candidate's ability to engage with literary texts and to produce answers which show knowledge, understanding and close analysis of the text. A more sophisticated literary approach is expected than for answers to Part I. Great value is placed on detailed knowledge and understanding of the text; on the construction of an argument which engages the terms of the question and on a close and sophisticated analysis of sections of the text pertinent to the terms of the question. Candidates may have been encouraged to depend closely on prepared notes and quotation: quotation for its own sake is not useful, although it will gain credit if used appropriately to illustrate a point in the answer. Texts and notes may not be taken into the examination.

Candidates will not tend to show **all** the qualities or faults described in any one mark-band. Examiners will attempt to weigh all these up at every borderline, in order to see whether the work can be considered for the category above.

Examiners will take a positive and flexible approach and, even when there are obvious flaws in an answer, reward evidence of knowledge and understanding and especially any signs of analysis and organisation.

In the marking of these questions, specific guidelines will be given for each question, agreed by the examination team.

Part II: Texts – Content

23–25	<i>Excellent</i>	Excellent ability to organise material in relation to the question. Comprehensive response with an extensive number of relevant points targeting the terms of the question with precision. Displays detailed knowledge and sustained analysis.
19–22	<i>Very good</i>	A thoughtful and well argued response to the question. Includes a large number of relevant points, well illustrated. Displays thorough knowledge, good understanding and analysis of the text.
15–18	<i>Good</i>	A well argued response to the question. Includes a good number of relevant points, most of which are developed and illustrated. Some limitations of insight, but a coherent approach.
11–14	<i>Satisfactory</i>	A mainly relevant response to the question. Shows fair knowledge and understanding of the text. Includes a fair number of relevant points not always linked and/or developed.
6–10	<i>Weak</i>	An uneven OR basic response to the question. Shows some knowledge and understanding of the text. Includes some relevant points, but development and illustration are limited. Contains padding AND/OR has some obvious omissions OR is largely narrative.
1–5	<i>Poor</i>	Little attempt to answer the question. Only elementary knowledge and understanding of the text. Makes very few relevant points and even these are largely undeveloped and unsubstantiated. OR a response which makes hardly any attempt to address the terms of the question but which displays a basic general knowledge of the text.
0		No rewardable content.

Part II: Texts – Structure

5	<i>Very Good</i>	A well structured and coherent piece of writing, with ideas and arguments clearly linked throughout. All paragraphs well constructed. Includes a comprehensive introduction and conclusion.
4	<i>Good</i>	A clear structure, with logical presentation of ideas. Most paragraphs well constructed. Includes an adequate introduction and conclusion.
3	<i>Satisfactory</i>	Some success in organising material and ideas into a structured piece of writing. A reasonable attempt to paragraph but weakness in introduction and conclusion.
2	<i>Weak</i>	Some attempt to organise material and ideas into a structured piece of writing. Many single-sentence paragraphs or no attempt at paragraphing. Organisation of ideas not always logical.
1	<i>Poor</i>	No attempt to organise material and ideas into a structured piece of writing. Incoherent. Ideas introduced in no apparent order.
0		No rewardable structure

Question 6A

А. Пушкин, *Медный всадник*

Write a commentary on the following extract. You should explain the context in which it occurs; comment on its content, use of language and the poetic techniques employed; comment on its relevance to the work as a whole.

Нева всю ночь	
Рвалась к морю против бури, Не одолев их буйной дури... И спорить стало ей невмочь...	
Потру над её берегами	5
Теснился кучами народ, Любуясь брызгами, горами И пеной разъярённых вод. Но силой ветров от залива	
Переграждённая Нева	10
Обратно шла, гневна, бурлива, И затопляла острова, Погода пуще свирепела, Нева вздувалась и ревела, Котлом клокоча и клубясь,	15
И вдруг, как зверь остервенясь, На город кинулась. Пред нею Всё побежало. Всё вокруг Вдруг опустело – воды вдруг	
Втекли в подземные подвалы, К решёткам хлынули каналы, И всплыл Петрополь как Тритон, По пояс в воду погружён...	20
Осада! приступ! Злые волны, Как воры, лезут в окна. Чёлны С разбега стёкла бьют кормой, Лотки под мокрой пеленой, Обломки хижин, брёвна, кровли, Товар запасливой торговли, Пожитки бледной нищеты,	25
Грозой снесённые мосты, Гроба с размытого кладбища Плывут по улицам!	30

<p>Народ Зрит Божий гнев и казни ждёт. Увы! всё гибнет: кров и пища! Где будет взять?</p>	35
<p>В тот грозный год Покойный царь ещё Россией Со славой правил. На балкон Печален, смутен, вышел он И молвил: «С Божией стихией Царям не совладать». Он сел И в думе, скорбными очами, На злое бедствие глядел.</p>	40
<p>Стояли стогны озерами, И в них широкими реками Вливались улицы. Дворец Казался островом печальным. Царь молвил. — Из конца в конец По ближним улицам и дальным В опасный путь средь бурных вод Его пустились генералы Спасать и страхом обуялый И дома тонущий народ.</p>	45
	50
	55

Indicative Content

Context: From Part 1. The narrator has just introduced the main character, Evgeny, who reveals his aspirations and plans for the future as he lies, unable to sleep because of the growing storm.

Content: The extract opens with a description of the fierce tempest. The Neva, compared to a wild animal, floods the islands and the city itself, inflicting serious damage to buildings and their contents. People are terrified and await death. The Tsar acknowledges that even he is at the mercy of the elements and sends out his generals to help the flood victims.

Use of Language and Poetic Techniques: Among points for discussion are: the intention and effects of the personification of the Neva, the comparison of the city with the sea-god, Triton, the evocation of the storm and the waves through alliteration, assonance, rhyme and rhythm as well as sentences and phrases of varying length and enjambment, the evocation of the destruction by means of the simile likening the waves to thieves, the military imagery used to describe the onslaught of the storm, the use of noun-clusters to convey the image of detritus, the importance of word order to give emphasis to particular images in the mind of the reader, the use of exclamation marks to convey the perspective of those enduring the flood, the contrast between the lines describing the storm and the reaction of Tsar Alexander to its effects.

Relevance to Rest of Work: Candidates can describe the effects of the storm on Evgeny and the destruction of his plans and mind. The ambiguous nature of the themes can be mentioned. Here the elements are in control, even of the Tsar, who attempts to help his subjects. Elsewhere the text seems to attack the role of the Tsar, painting the autocrat, in whichever guise, in negative colours. The language and poetic techniques used here could be compared to those elsewhere in the text.

Example Candidate Response – Distinction

✓ This extract of the poem by Pushkin is found in "neptas nauris" and it occurs after Pushkin has described the founding of Peter's great city and we have been introduced to the hero of this epic poem - ^{Yevgeny} ~~Eugeny~~. Just an ordinary man who is neither rich nor clever. The extract follows on immediately from the point when ^{Yevgeny} ~~Eugeny~~ falls asleep dreaming of the life he wants to live with Parasha.

✓ The extract itself describes the river fighting the storm to continue flowing to the sea. ~~But then how it begins to flow backwards~~ Pushkin describes how in the morning great crowds of people ~~were~~ ^{admire} watching and ~~admiring~~ the mountains of gray and foam when suddenly the River Neva begins flowing backwards it ~~was~~ ^{is} angry and ~~howled~~ and ~~boiled~~ ^{boils} before like a children before throwing itself into the tower. The water ~~flooded~~ the place and ~~that town was~~ St. Petersburg ^{is} ~~was~~ like Triton half covered in water. The water ~~flooded~~ into peoples windows and ~~carried~~ ^{carries} large amounts of debris with it. Even the coffins from the cemetery ~~were~~ are floating down the river and the people look on at God's wrath

and punishment. The previous Tsar is in power at this time and he realises that he cannot control the elements of God and sends out his generals to try and save people drowning in their homes.

Pushkin's description of the river is particularly vivid. He describes the river as «как збёps» and also mentions how the river «pebera». This is by giving the river qualities of some terrible beast he really emphasises the great power and terror that it possesses. He also personifies the river when he ~~saw~~ writes «как бoпcи, peзгн б очна?» This is a very strong simile that effectively describes the heartless nature in which the water comes in and takes everything from the owners of houses.

~~The lines~~ ^{The lines} — «Гpодa c пaзyсu мuоcа кpaчeнa
наблгн нo yмнa»

These lines go some way to describing the magnitude of the flood by the because of the fact that even the dead are effected. In the line «кoнuа кeнoкoнa u кeгoдeс» the hard "T" ~~sound~~ alliteration of the "k" sound give an impression of the sound the the river would be making as it crashed against the banks and ~~soiled~~ away. The sentences are extremely long especially the one from «кeгoдeс» to «yмнa». This The length of this sentence & imply it gives an implication of the unstoppable way in which the river flooded the city and how there was no break as kept flowing through and destroying the place. As the river floods the town Pushkin uses rhyming couplets — «бoпcи», «кeгoдeс» / «кoпoнoй» «кeкeнoй» which speeds up the rhythm pace of the poem and expresses the

rapidity of the flood. He also uses a very effective ~~to~~ Caesura at the point where the river floods the city. ~~«Ha zopog kunyars»~~ «Ha zopog kunyars. spog neno..». This makes the point much more emphatic.

The extract is very relevant to the text as it is the point at which the river floods which leads on to E Yevgeny's terrible Madness and eventually his death. It is also a key part of the poem in addressing some major themes of the that Pushkin conveyed. The fact that man can never truly control nature and although man may be convinced that they can terrible events like this storm can strike and kill many people. ~~It also~~ The extract also describes how describes how all power lies with God. The Tsar may be "God's representative on earth" but he has no power to curb God's wrath and the damage caused by it.

Content

A well argued response.

17

Structure

Satisfactory

3

(20)

Examiner Comment

This is a well argued response which shows good textual knowledge. There are many relevant points, most of which are developed and illustrated. The style is matter-of-fact and convincing, and the candidate never resorts to digression or other forms of padding. There is some success in organising material and ideas into a structured piece of writing, though there are faults in the organisation of the paragraphs dealing with use of language and poetic techniques.

The opening paragraph provides a comprehensive description of the context, mentioning the description of St Petersburg and the introduction of Evgeny. The second paragraph consists of a paraphrase of the content. While this is generally accurate, it would have benefitted from some greater degree of evaluation. The images are identified, but not referred to as striking, shocking, powerful or unusual. This is corrected in the third and fourth paragraphs, though the aspects of language and poetic techniques selected for discussion come in a somewhat random order. Either one should comment line by line through the extract or discuss individual points for commentary (alliteration, rhyme etc.) from the whole of the extract in separate paragraphs. Whichever method one chooses, it is helpful for the candidate and the reader of the commentary if line numbers are used as reference points.

The last paragraph describes some aspects of the relevance of the extract to the rest of the text, but it could go much further in describing the effects of the storm on Evgeny and the destruction of his hopes and plans for the future. More could also have been said about the presentation of the tsar at other points in the text.

Despite these criticisms, this is the work of a strong candidate with a good understanding of the techniques of literary criticism, and the essay can therefore be awarded a mark at the lower end of the Distinction band.

Content 17/25

Structure 3/5

Question 6B

А. Пушкин, *Медный всадник***Who or what is the hero of *Медный всадник* ?**

Indicative Content

Much of this text is ambiguous and therefore can be interpreted in various ways. Thus it is possible to cast in the role of hero any of the following: Evgeny, Peter the Great, Petersburg or the elements. The best answers are likely to discuss all of the candidates before settling on one in particular. The concept of "hero" should be defined and the heroic qualities of each candidate for this role described and relativised. Respondents may choose the humble clerk whose dreams for domestic happiness with Parasha are shattered when both she and her house are swept away by the flooding Neva. Attributing to Peter the Great the cause of his loss, Evgeny rebelliously dares to threaten his statue, though madness changes his mood to a state of fear and submission. Peter the Great can be regarded as the hero for daring to create the city in that location in the first place and for appearing to answer Evgeny's challenge. The city is itself extolled by the narrator at various points in the text, though particularly in the *introduction*, and it is seen to recover itself quickly after the flooding subsides. The elements are portrayed as uncontrollable, even by the Tsar, and as externally resurgent. Answers should be supported with appropriate quotation.

Example Candidate Response – Merit

6B

4B

In 'Moguchiy Begovnik' we are only really introduced to two 'characters', Yegor, who is undoubtedly the main character of the poem and the river Neva, which causes much havoc and despair for Yegor.

However, there is Parasha, Yegor's girlfriend whom we never meet, the ferryman who is of course not the hero of the poem and Peter the Great, whom we supposedly meet right at the end as The Bronze Horseman. So, there are not many characters to choose from since we are only introduced to so few.

The most likely choice as the hero of 'Moguchiy Begovnik' is Yegor. He is the main character of the poem, since it does revolve around him. Pushkin even introduces him to the reader at the beginning of part 1. However, Pushkin just decides his name because he likes it and is easy to write, and we don't know his last name because it was lost in time and is not relevant. This does question as to how important Yegor really is, ~~but this then~~ since Pushkin cannot 'remember' his surname. However, Yegor's journey against the Neva in Part 1 and against his madness in Part 2 does seem like some ~~heroic~~ epic adventure a 'hero' would take. We know the Neva is deadly because of Pushkin's ~~many~~ descriptions of it like 'an old man thrashing in bed' and 'bubbling like a cauldron'. Also the damage it does is immense; it destroys huge parts of Saint Petersburg and creates chaos for the people of Saint Petersburg. So, surviving

this by yourself, as Yevgeni did is pretty heroic and courageous already. Furthermore, just like any other epic, heroic tale the hero must go and save his loved one, Parasha in this case. However, as Pushkin says this is a sad tale, and Yevgeni could not find her and save her. But, the notion of ~~him~~ Yevgeni going out of his way to save Parasha, just after the flood ~~must~~ ^{could} be considered heroic for he ~~tries~~ ~~to save someone~~ doesn't only think of himself but tries to save someone else. And lastly Yevgeni's confrontation with Peter the Great / The Bronze Horseman, an undisputed dictator and firm believer of an autocratic regime can be considered heroic too. This is because it is almost as if the good guy, Yevgeni is attacking the bad guy, The Bronze Horseman. Yevgeni is fighting for what he believes in and does not think it fair for Yevgeni to have lost everything while Peter the Great / The Bronze Horseman had everything only because one of them was a poor, commoner and the other was a Tsar; they are both living, breathing human beings.

It is hard to see the Neva as a hero in 'Mymoi Begnani', especially since it is not even living and causes so much damage and harm to Saint Petersburg and its people. But one must realize the state of Russia back then. A whole Empire, with millions of inhabitants was ruled by one person, who was considered almost like a God. The amount of poor people back then would have been around 90%,

Whilst a few made money being doctors or teachers. While the smallest percentage was the nobility and the royal family, who had most of the money in Russia. However, Pushkin's introduction is a grand piece of work saying how amazing was it that Peter the Great was able to build such a city on this marshy, wet land. Pushkin praises Peter and his Petropolis time and time again, as if nothing could ever happen and all the power lay within them. However, the flooding of Saint Petersburg, with the Neva raging like a wild animal shows that actually this city and the Tsar do not have this immense amount of power that is believed throughout Russia. Nothing can control nature, not even the mighty Tsar of Russia, and the Tsar in the poem even says this and admits ^{that he is} ~~that he is~~ powerless. So, the Neva can be seen as a hero, in a way that it attacks the autocracy of the Tsarist regime and shows that the Tsar is not as powerful as thought to be.

To conclude, ~~one~~ can think that Peter the Great, Saint Petersburg, even Pushkin could be heroes. However, in the end it is the Yegor and the Neva who are the heroes of 'Mozhno Boghat'. Yegor with his epic journey and the Neva with its subtle ~~meaning~~ message against the Tsarist regime.

Content

Shows fair knowledge.

11

Examiner Comment

This essay is a mainly relevant response to this question. The candidate shows fair knowledge and understanding, making a number of relevant points, though these sometimes require further development. There are weaknesses in the introduction and conclusion.

This answer is a fair length (over 730 words). The candidate has several interesting thoughts, makes some relevant points along with some less sensible ones and comes eventually to a reasonable conclusion, which would benefit from further explanation. There is no evidence of a plan. One could say the essay grows organically or that the candidate rambles. There is much here which is good, but some considered thinking and drawing up of a plan before writing up the answer might well have produced a more logical and better argued response. There are several stylistic errors: the title of the text should be underlined, quotations should be in Russian, preferably with an indication of where they figure in the text, abbreviated forms such as 'don't' should be avoided as they are inappropriate in literary criticism as are general colloquialisms such as 'the good guy' and 'the bad guy'.

The opening paragraph provides basic information, but is partially contradictory. It would have been better to start by defining what is meant by hero and possibly differentiating this concept from the main character. The candidate then goes on to focus on Evgeny as the hero of the poem, making some trivial as well as some strong points and displaying solid textual knowledge.

The third paragraph raises the possibility that the Neva or Peter the Great might be considered the hero of the work. The description of the state of Russian society is somewhat simplistic, but this paragraph contains much evidence of textual knowledge. It would have benefitted from some quotations in Russian to support the argument.

In the last paragraph, the candidate introduces the idea that Pushkin could be considered the hero, but as there has been no discussion of this earlier in the answer, this reference to a rather contrived argument in a standard piece of criticism only muddles the candidate's argument. A clear and consistent argument will always leave a better impression.

Despite these criticisms, this answer goes a fair way to answer the question and deserves a mark at the bottom end of the Merit band.

Content 11/25

Structure 3/5

Question 8A

И. Тургенев, *Первая любовь*

Write a commentary on the following extract. You should explain the context in which it occurs; comment on its content, use of language and the narrative techniques employed; comment on its relevance to the work as a whole.

Ночь стояла такая же тихая, как и накануне; но на небе было меньше туч – и очертания кустов, даже высоких цветов, яснее виднелись. Первые мгновенья ожидания были томительны, почти страшны. Я на всё решился, я только соображал: как мне поступить? Загнать ли: «Куда идёшь? Стой! сознайся – или смерть!» – или просто поразить... Каждый звук, каждый шорох и шелест казался мне значительным, необычайным... Я готовился... Я наклонился вперёд... Но прошло полчаса, прошёл час; кровь моя утихала, холодела; сознание, что я напрасно всё это делаю, что я даже несколько смешон, что Малевский подшутил надо мною, – начало прокрадываться мне в душу. Я покинул мою засаду и обошёл весь сад. Как нарочно, нигде не было слышно малейшего шума; всё покоилось; даже собака наша спала, свернувшись в клубочек у калитки. Я взобрался на развалину оранжереи, увидел пред собою далёкое поле, вспомнил встречу с Зинаидой и задумался... 5

Я вздрогнул... Мне почудился скрип отворявшейся двери, потом лёгкий треск переломанного сучка. Я в два прыжка спустился с развалины – и замер на месте. Быстрые, лёгкие, но осторожные шаги явственно раздавались в саду. Они приближались ко мне. «Вот он... Вот он, наконец!» – промчалось у меня по сердцу. Я судорожно выдернул нож из кармана, судорожно раскрыл его – какие-то красные искры закрутились у меня в глазах, от страха и злости на голове зашевелились волосы... Шаги направлялись прямо на меня – я сгибался, я тянулся им навстречу... Показался человек... Боже мой! Это был мой отец! 10 15 20

Indicative Content

Context: From Chapter 17. The young narrator, Vladimir Petrovich, has been encouraged by Malevsky to discover the identity of Zinaida's lover. Armed with a knife and intent on revenge, the youth takes up his position in the garden at midnight, the time and place when Zinaida meets the man into whose power she has fallen.

Content: Candidates can discuss the characters of Vladimir, his father, Zinaida and Malevsky, the development of their relationships and the origins of the jealousy of the narrator and Malevsky, a man determined to cause trouble. The extract provides us with a description of the narrator's thoughts and heightened emotions as he awaits the appearance of the stranger. The youth experiences suspense, terror, uncertainty at what exactly to do when the stranger appears, composure with the passing of time, then, once again, intense feelings of fury and terror when he hears the approach of the newcomer, followed by shock and horror when this turns out to be his father. His senses are made sharper because of adrenaline: he perceives every sound most keenly, and his vision is affected through hypertension.

Use of Language and Narrative Techniques: The extract, like the rest of the text apart from the introduction, is narrated in the first person from the point of view of the young Vladimir. This allows us to experience with him a wide range of thoughts and emotions in the situation he finds himself in. The short, often incomplete, sentences containing many verbs and few adjectives indicate his heightened emotional state. This is reflected in nature: the outline of the bushes and flowers stand out more distinctly than before due to there being fewer clouds. The sentence structure reflects the ebb and flow of tension which builds up to a climax with the mention of the knife and of the narrator's father at the very end of the extract.

Relevance to Rest of Work: Candidates can outline the rest of the plot, showing how the three main characters deal with their emotions when the affair is discovered and what happens to each subsequently. Vladimir suffers, but does not break with his father who chooses to remain with his wife despite Zinaida's request that he leave her.

Example Candidate Response – Pass

Part II: Literary Texts.

И. Тургенев "Непосредственный"

A. The following extract is taken from the part where the main character took advice of Malevsky and decided to be a guard of dutchess Zinaida. Malevsky told him that a real guard should always follow the dutchess and be around all the time - day and night, in case that anything could happen. Taking this advice young man went to the garden and started spying surrounding and noticing suspicious things. He knew that Zinaida didn't love him although he ~~was~~ loved her more than anyone else in the ~~world~~ world. Suddenly he sees his father coming out of shade and ~~he~~ realises that dutchess and his father are lovers. This shocks him so much! But in the next few days, when Zinaida talked to him and apologises, everything became normal again.

If we consider just this small extract we can see a broad range of techniques that Turgenev ~~is~~ uses to make his work a real masterpiece. First of all, we notice that author makes the main character to be a narrator. This creates an effect of a dialogue between author and reader. Everyone who reads this passage, or the whole book, is very sensitive to each sentence in it, as it looks like someone tells you a story and you can't miss even a tiny bit of it.

Moreover, ~~the~~ use of a direct speech makes the situation more real. Again, it gives a feeling that you listen to the real person, and not just read another book. On the top of this, in the direct speech used there are

✓ a lot of emotional expressions, such as: "Emoi! raznauice-uuu cuerpmb!" or "Bom ou... Bom ou, kankoez!", which makes you feel or even be with this person at that time.

? We can also notice that Turgenev uses a technique of alliteration - is when author uses words that sounds as natural noise in the environment of a context. In the very beginning, when he talks about the uncertainty of action and that every noise makes a lot of sense for him, Turgenev uses words like: "kankoez uopox u uueuem", where letters "n" and "u" of ~~which~~ give us an impression of noise. Another example of alliteration is a word "zauuebumues", which also makes us believe that something is moving around.

✓ So, analysing even a small part of the text we see that Turgenev, by using different methods and techniques, attracts reader's attention for the whole work. It was always interesting ~~and~~ to read Turgenev's books as they take us into a miracle world with its stories, high level of language and at the same time simple sentences to understand for everyone. That is why "Neighbors words" is a book that is compulsory for everyone to read in Russian schools. It allows to broad the knowledge of the contemporary time, to enrich a vocabulary of student and, last but not least, - to have an enormous pleasure of reading it.

Content

Basic response. Limited development

8

Structure

Some success in organising material and ideas into a structured piece of writing.

3

Examiner Comment

This is an example of a basic response to the question, showing some knowledge and understanding of the text, but containing errors. There are some relevant points, but these are inadequately developed. There is a reasonable attempt to paragraph, but as the candidate appears to have only a rudimentary idea about how to approach a commentary, the structure has a number of weaknesses.

The essay is slightly below the minimum recommended number of words for answers to this part of the paper. The context is not clearly established. There is no reference to the scene's position in the text in terms of beginning, middle or end, and the point about Malevsky encouraging the narrator to discover the identity of Zinaida's lover has been missed. The first paragraph ends with a vague statement 'everything became normal again' which requires considerable elaboration.

The candidate does not provide any significant information about the characters featuring in the extract, fails to outline their roles in the general plot and makes no reference to the historical-temporal context. This is essential since so much of the work's effect is dependent on the characters' response to the prevailing moral codes of its setting. Zinaida's accepted title in English is Princess, not 'dutchess' [sic].

There is a basic attempt in the second paragraph to explain the concept of first-person narrator and the effects this form of narration can generate. Some specific examples of what the candidate describes (the short phrases indicating excitement or the broken syntax), even without the correct technical language for so doing, would have boosted the mark. The candidate does rather better when discussing the use of direct speech, but here, too, there is scope for a more detailed description of the effects created. The point about alliteration is partly successful, but could also have been further developed.

The last paragraph is largely padding which adds virtually nothing to the candidate's marks. As such, it makes for a weak conclusion. Overall, the structure is no more than satisfactory. This candidate has clearly read the text but would have benefitted from more practice at this type of exercise. However, despite its faults and limitations, the essay is definitely in the Pass band.

Content 8/25

Structure 3/5

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