



Pearson
Edexcel

Examiners' Report
Principal Examiner Feedback

Summer 2019

Pearson Edexcel GCSE
In Russian (1RU0) Paper 1F: Listening and
Understanding in Italian

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Publications Code 1RU0_1F_1906_ER

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Introduction

This is the first examination of the revised GCSE and as such there are differences between the new specification and the legacy GCSE. The qualification is now divided into Foundation and Higher papers. There are 14 questions at Foundation Level, covering grades 1- 5 and the paper is worth 50 marks, (25% of the overall grade). The number of open-ended tasks in English has increased to 4, worth a total of 15 marks. There are also two questions in the target language accounting for 10 marks, previously there were no questions in the target language. There are also new topic areas such as the global dimension and voluntary work.

Generally, students were prepared for the new test types and topics but some of the new requirements proved challenging for some students and the open-ended questions, requiring answers in English, proved daunting for less successful students. Students performed well across the paper as a whole and there were some excellent performances. There was evidence of some good listening and exam skills. Many students had used the five minutes reading time well (underlining key words in the title, rubric and questions, annotating questions), generally using the time to anticipate what they were about to hear. The questions that were intended to discriminate did so, many students understood enough, and felt confident enough, to attempt the whole paper but there were blank answers for the whole or parts of questions 8 and 12 (open ended questions in English). There were some students who were unable to cope with the demands of the paper - the increase in difficulty as they progressed through led some to give up and the target language questions proved very demanding indeed at Foundation Level.

Comments on individual questions

Questions 1-5 were targeted at grades 1-2 and required students to identify the key points in short extracts. In these test types vocabulary is of key importance and lack of familiarity with the common core vocabulary list can cost students marks. Questions 1, 2 and 3 were well answered - the use of inference in Question 3 did not seem to hinder the majority of students.

Question 4 proved more difficult, judging by the fact that there was some rubric infringement, with some students crossing more than the 3 boxes required. Students should be aware that such infringement will be penalised. Question 4, option G, requiring students to understand "Антон читает журналы и газеты" proved more challenging to students at this level.

The majority of students scored on Question 5 and had the confidence to attempt the answers. Questions (b) and (d) proved the more accessible. Part (a) required students to recognise "семнадцать", which not all were successful in doing, and a small number misread the question in Part (c) and cited basketball as the answer, in spite of the question starting, "Apart from sport....".

The remaining questions targeted at higher grades required careful listening to the whole and proved difficult for less successful students who tended to give answers based on the recognition of single lexical items, usually the first word that they hear and recognise. Students should be encouraged not to write when listening to the extract for the first time, but to listen to the whole extract.

Q6 was well answered, with many students successfully scoring two of the three marks. This question required students to choose words or short phrases from a

box to complete a gap-filling exercise. Students should be advised that each word is part of a pair as this will facilitate their choice.

Q 7 was generally well answered, the most common incorrect answer given was F, TV, with students missing the negative with the verb "смотрел" and the fact it was past tense, to understand this was not a viable answer.

Question 8, requiring answers in English to open ended questions, was slightly less well done than Q5, possibly because the text was heard as a whole rather than as individual statements. Students who had been trained to listen carefully for cognates should have found "музыку", "файлы", "популярно", "виртуально" and "документальные" helpful in deciding their answers.

Questions 9-14 targeted grades 4 and 5. Question 9 proved difficult for many students, parts 9(iii) and (iv) were the most accessible. Parts 9(i) and 9(ii) relied on understanding inference. This multiple choice question required careful listening to identify correct and incorrect choices for each part of the question and also the ability to process information.

Question 11 included two inference questions. More successful students picked out the cognates or near cognates "группы", "американцев" and "сувениры" as clues to D - Tourism. G - Celebrations was the least accessible answer.

Questions 10 and 12 also required answers in English to open ended questions. The incline of difficulty was clear. Question 10 proved to be a challenge to many Foundation students. A large number appeared not to recognise "одиннадцать" needed for 10(a), although a pleasing number identified "танцы" and "танцевать" for 10 (c). For 10 (d) students had to sift through a lot of superfluous information before picking out the word, "классическую", to guide them to the correct answer.

In Question 10 the majority of students attempted all the questions but quite a few students left Q12 blank. In Question 12 there was evidence of snatched listening with students honing in on single lexical items and then putting them together, often incorrectly. Sometimes students picked up individual words and made up answers which were not related to what they heard. Whilst some students responded well, many failed to recognise familiar vocabulary. The ability to recognise cognates again came into play. In part (b), one of the possible answers was "компакт-диски", and in part (c) "позитивно" was the word key to gaining the mark. There was some evidence of students not reading the question properly, e.g Question 12 (b), "What did Timaty bring as presents?" answer "His friends".

Questions 13 and 14 were in the target language. Students were generally more successful in answering Question 13, with 13 (a) and (d) being the most commonly correct and 13 (e) being the most challenging. A surprising number of students (also at Higher Level) who seemed to have understood the rubric entered a word for answer 13 (e) which did not appear in the box. The word "ветеринаром" appeared frequently. Many were unable to use linguistic clues or context to arrive at the correct answer. Question 14 proved challenging for all but the most successful students. This task required students to process what they heard and match what they heard with a defining adjective, e.g 14(a), the best fit from the list of adjectives on the list given, having heard, "очень смешная, "никогда не грустная" and "всё время улыбается", would be, "весёлая". A number of students had clearly not understood the rubric for these

two questions and attempted to answer either with words outside the choices they were given or in English.

For this paper, students need to

- carefully read the questions
- be able to understand the questions in Russian and recognise linguistic clues
- have sound knowledge of core vocabulary
- listen to the whole rather than hone in on individual words
- identify cognates and familiar words in unfamiliar contexts
- recognise the use of tenses and time indicators
- pay attention to detail
- apply logic