



Examiners' Report June 2022

GCSE Russian 1RU0 4H

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Introduction

In this paper the stimulus questions are in Russian, requiring candidates to understand the precise nature of their task before beginning to write their answers. Titles of the questions are however given in English. Access to a dictionary is not allowed.

Q01 (60-65) requires response to four bullet points including reference to past, future and justification. Candidates have a choice of task.

Q02 (90-110) requires response to four bullet points including past, present, future and justification of ideas.

Q03 is the translation of a passage of approximately 70 words in a continuous paragraph with increasing level of demand.

In all, candidates are required to produce approximately 230 words.

Question 1 (a)

This question addresses the theme of **Who am I** and the subheading of **Food and Drink – restaurant**. Candidates are given four bullet points within the context of an email to a friend about restaurants; they have to write 60-65 words of Russian. The question has to be answered using past, present and future time frames as well as giving an opinion of preference. This question was considerably more popular than Q01(b).

Candidates found this task very accessible. There was clear evidence of use of tense and “*ресторан*” seems to be a well recognised topic. There were some quite lengthy descriptions of past visits to a restaurant and this bullet point was sometimes more fully developed than the response to the other bullets. Many candidates successfully wrote something about their food of choice in a restaurant in answer to the second task. Less successful responses linked this to the first bullet point and talked about what had been eaten on that particular occasion. For the third bullet point candidates seemed to recognise that a preference is required between eating at home and in a restaurant. Less successful responses only mentioned with whom they liked to spend a birthday without mentioning the element of preference. The final bullet point was generally well accomplished with candidates talking about a future outing to a restaurant. Some candidates did not develop this point in as much detail as other points.

The most successful candidates restricted themselves to the recommended word count. Exceeding the word limit often increases the scope for error, ambiguity and irrelevance. There was good evidence of use of the stimulus material with successful manipulation of verbs from second to first person. A common misuse of vocabulary was in using *паста* instead of *макароны*. A large number of candidates also transliterated a range of dishes.

Привет Даниил,

В прошлом году летом я ездил в рестораны с друзьями. После экзамен ~~на~~ я хотел есть в ресторане. Я люблю есть еду испанский еду потому что это интересно. Мой любимый еду есть шоколад и моя сестра любит паста. Честно говоря, я предпочитаю есть в ресторане потому что это современный и модный. Дома Но, я люблю редко есть в дома. В будущем году я поеду в Испанию и я буду есть в ресторане в пляже. Я поеду с друзьями и я буду есть паста традициона.

Мама,



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Examiner Comments

This is a fully competent response which deals with each element of the task succinctly. All key points are expanded effectively. There is evidence of variation of grammatical structures and the language is generally accurate. Occasional errors do not hinder clarity of communication.



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Examiner Tip

Check that each element of the task is dealt with equally, as this candidate has done.



Ensure that each part of the bullet is addressed in order to access the maximum marks for communication and content.

Question 1 (b)

This question was considerably less popular. It addresses the theme of **international and global dimension**, the topic of **environmental issues** with content focus on the ecology of home town. Candidates are given four bullet points within the context of writing to a friend about their home town and are required to write 60-65 words of Russian. The question has to be answered using past, present and future time frames as well as giving an opinion.

The bullet points were generally well understood with *окружающая среда* being a familiar vocabulary item even in oblique cases. The first bullet point requires candidates to give an opinion of the town in which they live. Candidates gave a range of opinions and some responses developed town description type essays which was not necessary. All of these responses demonstrated successful comprehension of the bullet point.

The second point requires candidates to talk about how they have helped the environment in the past. Many responded successfully and candidates who said that they currently do some environmental activity that had started in the past and continued to the present were also rewarded for phrases such as *"я перерабатываю стекло пять лет"*. Those candidates who merely wrote about how they care for the environment now with no reference to time had not fully responded to this point. The third point requires candidates to describe what they do at home to help the environment. Many candidates wrote about home as their home town as well as those who referred to household environmental activities, but such responses were regarded as appropriate. The fourth bullet point was often answered well, with appropriate reference to future plans to help the environment although some candidates wrote about their future life plans. Many responses referred to the intention to travel less by transport and make more use of bikes.

The most successful candidates restricted themselves to the recommended word count. Exceeding the word limit often increased the scope for error, ambiguity and irrelevance. There was also some good evidence of using the stimulus material with successful manipulation of verbs from second to first person. *"Помогал (а)"* and *"будешь делать"* were generally well understood as tense indicators.

- Я живу в Волвохемптоне и я думаю что это красивы но это шумно - есть маленький библиотека и чистое озеро.
- В мойи городе есть экологические проблемы - на улицах мусор и везде отходы. Я беспокоят о будущем потому что земля и вода и воздух. ~~Атмос~~ ~~которые не перерабатывает~~ мусор беспокоят меня потому что стихийные бедствия это результат глобального потепления. Я перерабатываю мусор ^{покупать}.
- В дома, я сортирую мусор и я не покупаю ~~покупаю~~ дешёвая одежда и я думаю что дешёвая одежда - это плохо, это не-полезна для окружающей среды.
- Я хочу машину в будущем - я хочу синий электро автомобиль потому что это лучи лучше окружающей среды.



ResultsPlus
Examiner Comments

The first bullet point includes some unusual vocabulary and has two adjectives to give an opinion on the town.

The second bullet point is less successful although a mention of ecological problems does imply that this has started in the past.

The third bullet point is expanded although there is evidence of spelling errors and incorrect verb endings.

The use of "я хочу" in the final bullet point does imply a future intention but this would have been even clearer with a verb phrase.

The highest marks for linguistic knowledge and accuracy require mostly successful references to past, present and future events.



Check that time indicators and relevant examples of each verb tense is given to access the upper marks.

- Я живу в Лондоне в Англии. Мой язык это русский и нем русский. Также я люблю мой язык потому что ~~это~~ есть много друзей в Лондоне.
- В школе я работаю окружающей среде с переработкой. Я работаю с бумага и переработкой переработкой пластика и бумага. Это хороший способ ~~это~~ ^{сделать план} процесс.
- В год я работаю мой мама и есть чтобы работать окружающей среде.
- В будущем я буду работать, ~~буду~~ ^{охраняющей} среде. И я хочу ездить в работе на велосипеде.



The candidate has made some attempt to deal with each element of the task. The first bullet point shows mostly effective adaptation of language despite spelling inaccuracy. The second part of this paragraph gives a clear opinion with justification.

The second bullet point demonstrates that the candidate has helped and worked with the environment in the past.

The third bullet point is referenced but not developed as "я помогаю моя мама" does not show sufficient development. The fourth bullet point is a bit repetitive of points two and three.

The reponse does demonstrate some extended sentences that are linked although sometimes errors hinder clarity of communication.



Ensure that equal coverage is given to each element of the task to ensure expansion of all key points.

Я люблю мой город потому что, это отлична. В ~~городе~~ ^{городе} ~~есть~~ ^{есть} библиотеку и почту.

В прошлом я ездил в школе на троллейбусе потому что, это очень хорошо для экологии.

В ~~городе~~ ^{доме} я ~~использую~~ ^{использую} ископаемую энергию потому что, это очень важная для окружающей среда.

В будущем я буду ездить в ~~городе~~ ^{городе} на троллейбусе потому что, это очень экологично и хороший способ снять стресс.



The candidate has made a good effort to ensure coverage of the bullet points.

The first bullet point is dealt with but lack of linking of ideas leads to a disjointed response.

The second bullet is effectively dealt with and the candidate has cleverly used "экология" rather than repeating words from the question.

The third bullet point communicates information but with slightly less secure mastery of grammatical structures.

The fourth bullet point communicates but some grammatical inaccuracy leads to a hindrance of clarity.



Try to use alternative vocabulary to avoid repetition of the same items even if these are used in the question.

Question 2 (a)

This question addresses the theme **future aspirations, study and work** and the topic of **ambitions and future plans**. Candidates are given four bullet points within the context of an article to interest the readers of a Russian magazine about the future plans of young people. They have to write 90-110 words of Russian using past, present and future time frames.

This question was slightly more popular than Q02(b).

The first bullet point requires candidates to explain why they have chosen the subjects that they currently study in school. Stronger responses developed this topic well and gave a range of reasons for the study of school subjects. Less convincing responses merely stated the subjects that the candidate studies or just stated that they like them. This opinion was a part response. The second bullet point requires description of some work/job which candidates have done in the past; it is perfectly acceptable to write about a job that they had commenced in the past and continue to play. It is also acceptable to state that due to age the candidate had not had a job or that the candidate referred to work as some work done in school. The third point requires candidates to talk about what their future intentions are and this allows candidates to demonstrate high ability to this topic. The fourth bullet point requires an opinion on the usefulness of studying at university. Less secure responses talked about the candidates' plans to study at university without referring to the importance of this. Such a response was in effect a continuation of bullet point three.

Many candidates produced some really excellent essays; they entered fully into the requirements of the question and succeeded in writing a highly convincing article dealing with the bullet points. They displayed linguistic flair together with an exploration of interesting ideas, justification, logical argument and individual expression. However, some candidates struggled in balancing the requirements of the task and other candidates failed to read the bullet points carefully e.g. *какие предметы ...* requires more than one subject unless a full response to only one was proffered. Some candidates merged bullet points 3 and 4.

Candidates should bear in mind that more than 50% of the mark is for content and communication and the mark scheme stipulates that “top box” answers must “communicate detailed information related to the task” and “develop key points”. As such, it is difficult to produce first-rate answers that deal with a bullet point in the space of a single clause. For example, a sentence such as “я думаю что это полезно учиться в университете” does not, on its own, demonstrate effective development of the main idea. About 20 – 25 words per bullet point produces a balanced answer. Content marks were capped by some candidates because they did not cover all bullet points fully. Some candidates listed the subjects they studied without giving a reason why they were being studied. A number of candidates said they had never had a job or done work experience in the past because they were too young. Some candidates said it was useful to study at university because you can get higher education – which is considered to be a reason / justification for this answer.

~~Я ученик колледжа в Великобритании.~~
Я ученик школы в Великобритании. Я сейчас изучаю три предмета: физику, химию, и математику. Я учу эти предметы потому что мне они нужны для поступления в колледж, где я продолжу учить эти три предмета. В будущем, после колледжа, я пойду в университет и продолжу учиться. Мне кажется университет полезен если ты изучаешь ~~науку~~ науку. Моя мама учила биологию и говорила что это обучение ей очень помогло устроиться на работу доктором. В прошлом, я работал ~~референтом~~ барристой в карьере. Я там научился навыкам командной работы. Мне кажется мне этот навык очень

поможет в ~~буде~~ будущем, потому что
я хотел бы работать инженером. Эта работа
мне будет в удовольствие ~~так~~ потому что я
обязан физике, химии, и математике.



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Examiner Comments

This candidate deals clearly with each bullet point and communicates detailed information relevant to the task. They effectively adapt language to express and justify a wide range of ideas. There is clear evidence of a wide variety of grammatical structures including complex language. The response is fluent and minor errors do not hinder clarity of communication.



ResultsPlus
Examiner Tip

Check for common phonetic spelling errors. Be aware which letters can result in a minor error e.g. будущем /будующем.

Уважаемые читатели журнала!

В моем школе я изучаю француз и немецкий. Я
люблю это изучать ^{93%} ~~и~~ ем очень много
мн. Закупаю товаров с грибами и овощей.

В прошлом ^{желал} я ~~изучал~~ ^{хотел} ~~сначала~~ ^{хотел} ~~изучить~~ ^{хотел} ~~француз~~ ^{хотел} ~~и~~ ^{хотел} ~~немский~~
это я обождал фильм. моя любимая фильм ем и хочу
номер по я хотела бы Хэрри.

В прошлом году я была со мной была в университете. Я знаю
которое ем очень много часов моей. Я думаю это
университет ем очень много ~~и~~ еду ем Хэрри.

В университете я училась Хэрри ~~и~~ я
люблю это ем очень много. Я обождал Хэрри ~~и~~ это
мой папа и мой самперя. много фильм в Хэрри.



ResultsPlus
Examiner Comments

This candidate communicates some detailed information relevant to the task and develops key points and ideas. There is some variation of vocabulary but occasional errors in language hinder clarity.

There are some examples of prolonged sequences of writing. Errors in tense usage sometimes impact upon clarity of communication and result in some ambiguity.



Ensure there is time to check verb endings against the requirements of the task e.g. "в прошлом году я буду хочю ездил" should be picked up on a read through.

Я изучаю математику, русский язык и ~~еще~~ ^{еще} потому что, я интересуюсь для них я думаю что русский язык очень важно для меня ~~я~~ потому что, в будущем, я хочу жить на границе в России.

Один год назад, я работал для германского банка ~~и~~ в Лондоне. По моему это было очень хорошо для меня потому что я всегда они показали мне, как ~~я~~ ~~работал~~ ~~в~~ ~~Германии~~. ~~и~~ ~~каждый~~ ~~день~~ ~~будет~~ ~~выглядеть~~ ~~когда~~ ~~ты~~ ~~работал~~ ~~здесь~~.

В будущем, я хочу поступить в ~~какой-то~~ ~~университет~~ университет, ~~и~~ ~~я~~ ~~хочу~~ ~~из~~ ~~за~~ ~~того~~ ~~что~~ ~~моя~~ ~~мама~~ ~~сказала~~ ~~мне~~ ~~что~~ ~~это~~ ~~будет~~ ~~хорошо~~ ~~для~~ ~~меня~~ и я думаю что она не ~~лжет~~ ^{лжет}.

По моему, учиться в университете, это не ~~очень~~ ^{очень} важно. ~~на~~ ~~одной~~ ~~стороне~~, университет ~~я~~ ~~хочу~~ ~~хорошо~~ ~~если~~ ~~ты~~ хочешь познакомиться с новыми людьми, ну с другой стороны, работа очень трудная и есть слишком много экзаменов. Это мне ни касается потому что я люблю учиться.



This response demonstrates some good use of creative language to narrate, inform and interest. The first bullet point is less well answered with fewer convincing arguments and justification.

This candidate shows consistent ability to use a variety of grammatical structures and some complex language. Some incorrect use of language leads to ambiguity.



Check that the range of complex language is used consistently across the response.

Question 2 (b)

Q02b addresses the theme of **School**, and the topic of **school activities** focusing on **school sports**. Candidates are given four bullet points within the context of a Russian school's request for information about sports offered in their school. They have to write 90-110 words of Russian using past, present and future time frames.

The first bullet point requires candidates to talk about the range of sports on offer in their school. Less secure responses talked about general sports available in any school and thus did not respond to the task. The second bullet point asks the candidate to talk about a sporting event that they have taken part in in the past. Some candidates failed to appreciate the idea of *мероприятие* and simply talked about sports that they had played. Any reference to a match or tournament allows the candidate to deal successfully with the bullet point. The third bullet requires candidates to discuss the importance of sport in school. Some candidates did not access the full marks for content because they produced generic responses about the importance of sport with no mention of *в школе*. Stronger candidates demonstrated linguistic flair and presented some logical argument with several reasons why it's important to do sports at school. The fourth bullet point asked candidates to talk about which future sports they will participate in, giving an appropriate reason. It is perfectly acceptable to describe a continuation of current sports played, with reason.

Better answers demonstrated full response with a balanced approach to the four bullet points. Candidates were clearly able to talk about past and future involvement in school sporting events and these bullet points allowed good demonstration of tenses with a good range of vocabulary. Less convincing responses did not develop the second and fourth bullet points. In the second bullet most managed to address the activity of having taken part in sport but failed to make reference to the event. The same issue occurred in bullet point 4, with most managing to write about sports that are played without a future reason given.

Дорогие ученики русской школы!

Привет,

В вашей школе, мы занимаем в ~~фут~~ футбол, регби, теннис и хоккей. Обычно, в вашей школе, это очень большой спортзал и очень маленький бассейн.

В прошлом году, я играл в регби и ~~фут~~ крикет в вашей школе потому, что это очень весело и интересно.

Да, это очень хорошая игра спортом в школе, потому что это очень весело. Обычно, я узнаю это, это хорошая по форме. Однако, мы обычно есть хорошие например салат.

В следующем году, я был не играл в хоккей потому, что это очень ~~очень~~ интересно, и я был играл в регби ~~потому~~ в школе потому, что это очень весело.



This candidate shows the ability to communicate some detailed information relevant to the task. There is evidence of adaptation of language to inform and interest and some variation of vocabulary and expression.

The candidate creates some ambiguity and lack of clarity in the response by incorrect use of possessive pronouns which leads to non-answering of the question. Some use of non-Cyrillic letters also impacts on linguistic accuracy. Use of incorrect script hinders clarity of communication.



Check for any un-Cyrillic letters. Be aware of the common confusion в д и л н п р с у

В моей школе можно заниматься разными видами спорта например у нас есть много видов для настольного тенниса и есть и школьная команда по футболу.

Два года назад я играл за футбольную команду. У нас было три ~~игрока~~ игрока из которых ~~мы~~ мы выиграли два ~~матча~~ ~~матчей~~ ^{матчей} чемпионских в другом чемпионате.

Мне хотелось в школе заниматься спортом
не так сильно ~~и~~ ~~и~~ если бы успел в спорт
клубе школы. Но если бы этого не случилось то
пока хорошо бы в школе пошутил-что ^{это}ма много
~~еще~~ гениальнее и маме все равно гудею.

В будущем я хочу играть в баскетбол. Это
потому-что я ~~люблю~~ люблю играть в мою
школу играть и с ~~другими~~ ~~и~~ друзьями я думаю
я могу выигрывать турниры.



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Examiner Comments

This is a very effective response which creates a balanced essay. The candidate only refers to one future sport intention but sufficiently develops this with creative language and justification to attain full marks for communication and content.

Language is widely effective with impressive grammatical structures and complex items. There is excellent understanding of the use of case endings which adds to the clarity of response.



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Examiner Tip

A balanced response ensures development of all key points and ideas. Writing four separate paragraphs is a good way to check that the essay is balanced.

Дорогие ученики русской школы!

Напомним о том, что в нашей школе у вас есть
ограниченный выбор в видах спорта. Если у вас есть свободное
время после школы и мотивация, то ~~мы~~ советуем выбрать
любой вид спорта, из тех что мы ~~предлагаем~~ предлагаем.

Вы можете выбрать: лёгкую атлетику, плавание,
спортивное ориентирование, тяжёлую атлетику и другое,
подробнее в таблице на стене.

Раньше, я принимал участие в ~~плыве~~ плавании на
скорость. Это было очень весело и увлекательно. Не многие
школы имеют бассейн!

По моему, важно заниматься спортом в школе - это
добавляет разнообразия в школьный скучный день.

Спорт делает тебя крепче и закаляет дух.

В будущем я перейду на тяжёлую атлетику, ибо ~~моя~~ ^{лишняя}
сила пока никому не помогает.



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Examiner Comments

This candidate demonstrates a good ability to communicate detailed information relevant to the task but does not develop each key point. The second bullet point has been answered in 16 words and the final bullet point with 14 words. This hinders the effective development of these points.

The linguistic knowledge and application is fluent. There is evidence of consistently accurate language and structures and successful references to tenses. The strength of the language employed is in the fluency.



Do a word count of each individual bullet point to check that there is sufficient information being communicated for a 90-110 word response.

Question 3

This question addresses the theme of **Identity and culture**, and the topic of **Cultural life – reading**. Candidates have to translate a paragraph from English to Russian. This type of question is popular but many candidates found it difficult. Few achieved full marks, but a pleasing number achieved marks in the top category; the meaning of the passage was fully communicated, and the language and structures were consistently accurate, with errors not hindering clarity.

The translation produced some excellent answers. The best responses translated the sense of every word and wrote the verb tenses in sequence correctly. Some struggled with the first phrase “When I was little” and a surprising number wrote *магазины* for “magazines”. Magazine proved to be a problem for a number of candidates with many using the Russian for shop instead. Standardisation agreed the use of words that communicated the idea of a written publication. Some candidates struggled to communicate the expression of the phrase of duration: “I have liked” – the students regularly referred to this phrase, although translating it in a few different ways.

Some could not translate “literature”. Books about Chekhov was a common mistranslation. Chekhov was usually translated with the letters / кх / remaining in the author's name. At times, it was changed to Чайковский . Superlatives presented problems to a significant number of candidates and responses were variable for “the greatest writer”, some missed out key elements such as “for a long time”. There were many different words used for story such as “ *сочинение* ”, “ *рассказ* ” and “ *сказка* ” but these did not fully communicate the meaning. The verb “ *найти* ” was regularly used in place of “ *узнавать* ” .

Grammatical structures which caused some problems included the use of the superlative (greatest), the present continuous (“I have liked”) and the future of the verb to have (I will have time). On the whole, most candidates at least attempted to translate most words, and were able to communicate some of the key ideas without major ambiguity.

Candidates should note that marks are awarded holistically for this task and, if they are not sure of the exact translation of a given word, full marks can still be achieved if they are able to substitute a convincing Russian synonym. For example, “ *долгое время* ” would be a perfectly acceptable rendering of “ *давно* ” in this task.

Pleasingly, most candidates correctly conjugated the verb “ *быть* ” in sentence 1 although there was a high number of “*бить*” and the vast majority were able to communicate the idea of “now”. The spelling of “ *автор* ” caused problems. A significant number of candidates knew “ *на прошлой неделе* ”.

Когда я было не стары,

я любил читал книги, но

сейчас я предполагаю

классики литературу. Я любил книги
и текстов для много года потому
это он самая лучшая. В прошлом
неделе, я читал информация
в будущем, я буду свободная время
о русские истории которые
читают Нова ~~вот~~ ~~Август~~
интереснее. В будущем, я буду
свободная время ~~о русские~~
читают Нова тогда же.



ResultsPlus
Examiner Comments

The meaning of the passage is partially conveyed with some words/phrases omitted or incorrectly communicated. The candidate makes an attempt to communicate "little" with "не стары" and "for a long time" with "для много года". Some errors do prevent meaning being conveyed.



ResultsPlus
Examiner Tip

Check for non Cyrillic letters which can impact communication.

Когда я был Младше, мне нравилось
читать газеты, но сейчас я
предпочитаю классическую литературу.
~~Младше~~ я любил книги Чехова уже
далже время, потому что он самый
большой писатель. В ^{прошлом} году, я
прочитал ~~в~~ сочинения о Русской
истории которая была ^{интересной} ~~интересной~~. Скоро
у меня будет время узнать о новых
авторов.

★ интересной



ResultsPlus
Examiner Comments

Despite some errors there is nothing that hinders the clarity of communication in this response. "Младше" and "газеты" do not impact the meaning of the passage.



ResultsPlus
Examiner Tip

Check that every word from the original is communicated and there is no altering of the sense of the passage.

Paper Summary

To conclude, candidates showed evidence of being able to access the tasks and understand the nature of the exam. Some had difficulty expressing the difference between tenses. Candidates who performed less successfully evidenced a lack of command of Russian but did have mastery of a different Slavonic language. There were some very strong performances of linguistic knowledge but application was not always backed up in communication and content by candidates who were fluent in Russian, but did not address the bullet points. Equally, essays that do not show equal development of points cannot access the requirement of detailed relevant information with consistently effective development of key points.

Final comments based on performance this session are:

- Candidates should consider the word total expected for each task. Many wrote in excess of the required words but this can have a detrimental effect with irrelevancy and ambiguity becoming more common.
- Top end candidates continued to evidence a wide range of grammatical structures as well as sophisticated language and showed competence in giving opinions. Stronger candidates employed impressive idiomatic structures to support their responses rather than trying to shoehorn more ambitious language into the response.
- There was evidence of use of a range of appropriate tenses. Most candidates were also clear on the need to present and justify opinions in order to access the full range of marks.
- Candidates should take care if they speak other Slavonic languages: Ukrainian, Serbian, Bulgarian and Polish, amongst others. Some responses were often highly influenced by the mother tongue and marks for accuracy in Section B suffered as a result.
- All candidates should watch out for Cyrillic letters such as а and о, б and в, з and с, ы and и, и у, ч and ш, п and р. There was also overuse of the soft sign.
- Candidates must read the specific requirements of the questions and not misread the task. Well prepared candidates either ticked the elements of the question or made essay plans which helped to focus on the requirements.
- Most candidates are secure in using the first person singular of the present tense but there were some problems in formation of first person plural and third person. The future tense was well used by stronger candidates but less secure for less competent candidates who used the correct буду but combined this with first person form of present tense verbs.
- Candidates should check case endings with prepositional, instrumental and genitive being most accurately employed. The accusative case was more problematic for less competent candidates. Agreements in the nominative were generally secure in masculine and feminine. There is no reference to case endings in the mark scheme but inaccurate use can hinder clarity of meaning.

- Candidates need to pay attention to gender in adjectives. In many cases the adverb is used in place of the adjective.
- Candidates should avoid use of English words to avoid over transliteration.

Grade boundaries

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<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

