Mark Scheme Summer 2009

GCSE Russian (1241)

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PAPER 1 GCSE RUSSIAN 2009 MARK SCHEME

Question Number	Answer	Mark
1.	А	(1)

Question Number	Answer	Mark
2.	В	(1)

Question Number	Answer	Mark
3.	Б	(1)

Question Number	Answer	Mark
4.	А	(1)

Question Number	Answer	Mark
5.	Б	(1)

Question Number	Answer	Mark
6.	А	(1)

Question Number	Answer	Mark
7.	Б	(1)

Question Number	Answer	Mark
8.	Ж	(1)

Question Number	Answer	Mark
9.	Д	(1)

Question Number	Answer	Mark
10.	Г	(1)

Question Number	Answer	Mark
11. (i)	вторник	(1)

Question Number	Answer	Mark
11. (ii)	балет	(1)

Question Number	Answer	Mark
11. (iii)	8	(1)

Question Number	Answer	Mark
11. (iv)	300 (рублей)	(1)

Question Number	Answer	Mark
11. (v)	автобус	(1)

Question Number	Answer	Mark
12. (i)	Е	(1)

Question Number	Answer	Mark
12. (ii)	В	(1)

Question Number	Answer	Mark
12. (iii)	А	(1)

Question Number	Answer	Mark
12. (iv)	Д	(1)

Question Number	Answer	Mark
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Question Number	Answer	Mark
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Question Number	Answer	Mark
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Question Number	Answer	Mark
16. (i)	Б	(1)

Question Number	Answer	Mark
16. (ii)	А	(1)

Question Number	Answer	Mark
16. (iii)	В	(1)

Question Number	Answer	Mark
16. (iv)	В	(1)

Question Number	Answer	Mark
16. (v)	А	(1)

Question Number	Answer	Mark
17.	iii, iv, vi, viii	(4)

Question Number	Answer	Mark
18. (i)	Г	(1)

Question Number	Answer	Mark
18. (ii)	A	(1)

Question Number	Answer	Mark
19. (i)	Д	(1)

Question Number	Answer	Mark
19. (ii)	Г	(1)

Question Number	Answer	Mark
19. (iii)	A	(1)

Question Number	Answer	Mark
20(а)	Вика	(1)

Question Number	Answer	Mark
20(б)	Толя	(1)

Question Number	Answer	Mark
20(в)	Лара	(1)

Question Number	Answer	Mark
21(a)	(The/a/its) birthday. Accept any answer implying this, e.g The birth of/ the founding of	(1)

Question Number	Answer	Mark
21(b)	Fourteen	(1)

Question Number	Answer	Mark
21(c)	Energy. Reject: power	(1)

Question Number	Answer	Mark
21(d)	200	(1)

Question Number	Answer	Mark
21. (e)	To draw or to paint / the biggest (Russian/in Russia) flag	(2)

Question Number	Answer	Mark
21. (f)	To break/ make/set a record	(1)

Question Number	Answer	Mark
21. (g)	Certificate	(1)

Question Number	Answer	Mark
21. (h)	Name / on (city) website (or Internet)	(2)

GCSE Russian 1241/01
Paper 1 Listening and Responding Transcript
Summer 2009

F1 Пример: Сегодня у меня история.

1. **M1** Сегодня у меня музыка.
2. **F1** Мой первый урок- география.
3. **M1** Сегодня физкультура, а где спортзал?
4. **F1** Русский язык? Сегодня? Ура!
5. **M1** Сегодня у меня математика.

F1 Пример: Меня зовут Даша. У меня мама и три сестры.

6. **M1** Я - Вова. У меня мама, папа и брат.
7. **F1** Меня зовут Ира. У меня мать и сестра.
8. **M1** Привет! Я - Юра. Папа и собака - вот моя семья.
9. **F1** Меня зовут Кира. У меня бабушка, отец и сестра.
10. **M1** У меня мама и два брата в семье.

11. **M1** Доброе утро. Чем могу помочь?
    F1 Здравствуйте. У меня свободный вечер, что у вас идёт в театре?
    M1 Сегодня какой день? Вторник, да? Значит, в Малом театре будет балет.
    F1 Отлично! Когда он начинается?
    M1 В восемь часов. Билет стоит триста рублей.
    F1 А театр далеко отсюда?
    M1 Не очень. Автобус идёт прямо туда.

12. **M1** Пример: Меня зовут Эдик. У меня часто болят зубы.
    F1 Меня зовут Наташа. Раньше я играла в хоккей каждый понедельник а сейчас я даже не хожу на тренировку.
    M1 Привет! Я - Паша. Я всё время устал. Утром я рано встаю а ночью я долго занимаюсь компьютером.
    F1 Я - Рита. Какая я глупая! Каждый день покупаю сигареты. Это плохо для здоровья и деньги надо собирать на поездку в Америку.
    M1 Говорит Миша. Мне надо бегать и плавать потому, что мне кажется, что я слишком толстый.
    F1 Я - Соня. Я предпочитаю гамбургеры и картофель-фри но я знаю, что свежие продукты лучше.

F1 Пример: Мне пожалуйста лимонад.

13.　　**M1** Мне пожалуйста чай.
14.　　**F1** Я возьму бутерброд.
15.　　**M1** Мне мороженое, пожалуйста.

16.　　**M1** Я рад, что я живу не в Новгороде, а в Москве.
　　　　F1 А ваш сын тоже любит жить здесь?
　　　　M1 Да, но к сожалению, ему не нравится новый учитель.
　　　　F1 У вашего сына есть хобби?
　　　　M1 В Новгороде он любил кататься на лыжах и на велосипеде, а
　　　　　　　сейчас он интересуется кино и пианино.
　　　　F1 В каком классе он учится?
　　　　M1 Ему 15 лет. Он учится в девятом классе и он решил стать
　　　　　　　врачом. Он хочет работать с людьми и это мне очень нравится.

17.　　**M1** Света, когда это случилось?
　　　　F1 Это было месяц назад, до этого я никогда не была за
　　　　　　　границей. У нас была экскурсия в галерею. Мы
　　　　　　　смотрели все красивые картины. Я смотрела на одну
　　　　　　　картину с таким интересом, что не заметила, что моей
　　　　　　　группы нет. Когда я поняла, что я одна, я заплакала, и
　　　　　　　не знала, что делать. Я даже не знала, как называется
　　　　　　　наша гостиница. Скоро ко мне подошёл администратор
　　　　　　　галереи и спросил, в чём дело. В тот момент я увидела
　　　　　　　свою подругу и мне сразу стало хорошо.

18.　　**M1** Пример: Сегодня в Москве дует ветер

　　　　F1 (i) Холодно в Пензе
　　　　M1 (ii) В Курске солнце светит

19.　　**M1** Антон уже водит машину. Он хочет стать таксистом.
　　　　F1 Тамара будет работать медсестрой после
　　　　　　　университета.
　　　　M1 На рабочей практике Иван работал в магазине. Он
　　　　　　　хочет помогать людям с покупками.
　　　　F1 Летом Катя играла в пьесе. Её план — стать актрисой.

20.　　**M1** Говорит Андрей. Всё здесь стоит очень дорого и у меня
　　　　　　　мало денег.
　　　　F1 Я - Лара. По-моему в городе слишком много
　　　　　　　безработных. Какой ужас!
　　　　M1 Я - Толя. И в городе только один театр и один музей.
　　　　　　　Это не хорошо.
　　　　F1 Говорит Вика. В центре шумно и на улицах много
　　　　　　　мусора. Мне хотелось бы жить в деревне.

21. День Российского флага - это день рождения Российской Федерации. Этот праздник отмечают уже 14 лет. Почему белый, синий, красный? Есть много разных мнений, но работник Московского музея говорит, что белый цвет - это чистота или лёд, синий – это небо или реки и красный - это кровь или энергия.

На Урале, в городе Ижевск, собралось двести студентов. Они хотели нарисовать на центральной площади самый большой флаг в России. Они хотели сделать это, чтобы побить рекорд.

Все участники получили сертификат и их фамилии будут в интернете на городском сайте.

PAPER 2 GCSE RUSSIAN 2009 MARK SCHEME

	Communication and content (50%)		Application of language (25%)		Accuracy (25%)
9-10	Responds very well indeed to a wide range of question types. Extremely responsive expands and develops relevant interchange on own initiative. Clearly expresses wide range of opinions and attitudes. Frequently justifies opinions.	9-10	Deploys a very wide range of structures and lexis as appropriate to questions. Use of some more complex lexical items. Very competent use of present, past and future modes.	9-10	Very accurate indeed although isolated, usually insignificant errors may occur. Pronunciation and intonation of a consistently good standard.
7-8	Responds well to a wide range of question types although occasional prompting required. Takes initiative/develops more elaborate responses. Conveys opinions without undue difficulty.	7-8	Generally at ease with subordination. Uses reasonably wide and mostly appropriate range of structure and lexis. Unambiguous use of tenses other than the present.	7-8	Generally accurate in straightforward language but errors made (possibly basic) in more complex language Pronunciation and intonation generally good.
5-6	Responds well to familiar, straightforward questions but experiences problems with more complex question forms. Conveys simple opinions. Deals with open questions but rarely expands. Dependent on teacher-examiner's structured language.	5-6	Offers some examples of subordination. Uses tenses without ambiguity. Mostly predictable lexical items deployed.	5-6	Generally accurate in simple, basic language despite a fair number of significant errors. Less accurate in more unfamiliar language situations. Some inconsistency. Pronunciation generally accurate.
3-4	Responses restricted to very straightforward questions. Answers invariably limited, short and very hesitant. Very	3-4	Predominantly uses short main clause structures. Little or no awareness of tense concept other than the present. Inappropriate lexical items may impede	3-4	Communicates main points despite high incidence of errors. Some 'pre-learnt' stereotypes correct but frequent and basic inaccuracy in

	dependent on teacher-examiners' language and prompts. Opinions limited to basic likes and dislikes.		communication at times. Deploys a very limited/repetitive range of structure and lexis.		manipulated language. Pronunciation inconsistent.
1-2	Produces minimal responses (mainly one word replies or very short phrases). Limited comprehension of basic questions and limited response. Totally reliant on teacher-examiner's structured questions.	1-2	Operates only in most basic structures. Rarely offers complete sentences. Resorts frequently to non-target language.	1-2	Consistently inaccurate language. Pronunciation impedes basic communication most of the time. Offers only isolated examples of accurate language. Pronunciation very poor.
0	No rewardable communication/content	0	No rewardable language	0	No rewardable language

GCSE RUSSIAN PAPER 3 JUNE 2009 MARK SCHEME

Question Number	Answer	Mark
1(i)	Г	(1)

Question Number	Answer	Mark
1(ii)	Д	(1)

Question Number	Answer	Mark
1(iii)	В	(1)

Question Number	Answer	Mark
1.(iv)	А	(1)

Question Number	Answer	Mark
1(v)	Е	(1)

Question Number	Answer	Mark
2(i)	Г	(1)

Question Number	Answer	Mark
2(ii)	Ж	(1)

Question Number	Answer	Mark
2(iii)	Б	(1)

Question Number	Answer	Mark
2(iv)	Д	(1)

Question Number	Answer	Mark
2(v)	В	(1)

Question Number	Answer	Mark
3(i)	Б	(1)

Question Number	Answer	Mark
3(ii)	В	(1)

Question Number	Answer	Mark
3(iii)	А	(1)

Question Number	Answer	Mark
3(iv)	Б	(1)

Question Number	Answer	Mark
4	(i) (iv) (v) (vi) (vii) (x)	(6)

Question Number	Answer	Mark
5(i)	Д	(1)

Question Number	Answer	Mark
5(ii)	Г	(1)

Question Number	Answer	Mark
5(iii)	А	(1)

Question Number	Answer	Mark
5(iv)	Е	(1)

Question Number	Answer	Mark
5(v)	В	(1)

Question Number	Answer	Mark
6	(i) (iii) (iv) (vii) (ix)	(5)

Question Number	Answer	Mark
7(i)	автобусами	(1)

Question Number	Answer	Mark
7(ii)	ходят	(1)

Question Number	Answer	Mark
7(iii)	машину	(1)

Question Number	Answer	Mark
7(iv)	остаться	(1)

Question Number	Answer	Mark
7(v)	пить	(1)

Question Number	Answer	Mark
7(vi)	свитер	(1)

Question Number	Answer	Mark
8(i)	бутерброд	(1)

Question Number	Answer	Mark
8(ii)	сумка	(1)

Question Number	Answer	Mark
8(iii)	школьная форма	(1)

Question Number	Answer	Mark
8(iv)	подарок	(1)

Any order

Question Number	Answer	Mark
9(i)	of the first space flight/ of Sputnik/satellite	(1)

Question Number	Answer	Mark
9(ii)	astronomers, engineers, biologists, doctors	Any (2)

Question Number	Answer	Mark
9(iii)	(Experienced) pilots, fliers/ speak, know, understand Russian	(2)

Question Number	Answer	Mark
9(iv)	to be able to live together, as a team, in a group	(1)

Question Number	Answer	Mark
9(v)	how long it will take / the effect on their, astronauts' health	Any (1)

Question Number	Answer	Mark
9(vi)	doing (scientific) experiments/ physical training, excercise	Any (1)

Question Number	Answer	Mark
9(vii)	EITHER smoke OR drink alcohol	(1)

Question Number	Answer	Mark
9(vii)	will be mixed/male, female/ men and women	(1)

Paper 4 - Writing – June 2009

This paper will reward students for Communication and Content as well as for Knowledge and application of grammar and structures:

Task 1: Candidates will be required to write short lists or fill in a form or questionnaire using individual words. The task will be marked for communication only and instructions will be in English. Task instructions will be given in English.

5 marks

Task 2: Candidates will be required to write a postcard or similar message of approximately 30 words. Task instructions will be given in English.

10 marks

Task 3: Candidates will be required to produce a piece of continuous writing of approximately 70 words. A task could be a reply to a short letter in the target language, the expansion of notes or be based on visuals or other simple stimuli written in the target language. Task instructions will be given in English.

20 marks

Task 4: Candidates may be required to narrate events, express ideas and justify points of view. They will be expected to produce longer sequences of writing, using a wider range of vocabulary, structure and time references. They will be offered **a choice of task** and will be required to produce a piece of approximately 150 words. Questions will be set so that candidates can undertake either narrative or discursive writing. These may be factual or imaginary narratives or involve extended letter writing. They may be based on stimuli in the target language, visuals or a combination of both. Instructions will be given in the target language.

20 marks

Total for paper = 55 marks

WRITING MARK SCHEME

The first question rewards candidates for communication only whereas all other questions attract marks for knowledge and application of target-language grammar and structures. Questions 3 and 4 share a common mark scheme both for communication and content, knowledge and application of language and accuracy. The knowledge and application mark scheme for question 2 incorporates elements that reward accuracy.

Question 1

Marked for communication only.

Marks are awarded positively for each item/point communicated in such a way that it can be readily understood by a sympathetic native speaker. No marks are allocated for accuracy beyond that required for effective communication.

ACCEPT FORMS OF DANCE AND GAMES SUCH AS SNOOKER/CHESS/CARDS/DOMINO/DARTS

Question 2

Marks are awarded globally across each task using the criteria below:

COMMUNICATION AND CONTENT	
5	The task is completed, perhaps with minor ambiguity or omission.
4	Most of the task is completed. There may be some ambiguity or omission.
3	About half of the task is completed, though with some ambiguity.
2	One or two elements of the task are completed but with some ambiguity.
1	There is little meaningful communication – single lexical items only.
0	No effective communication.

KNOWLEDGE AND APPLICATION OF LANGUAGE	
5	Appropriate vocabulary for the task. Correct syntax in simple phrases. Generally accurate with some lapses.
4	Basic errors evident but these rarely interfere with communication. Able to construct simple sentences with some lapses. Vocabulary and structures generally appropriate for the task.
3	Inaccurate language sometimes impedes communication. Shows some ability to construct simple sentences. Vocabulary and structures adequate to the task.
2	Much inaccuracy which impedes communication. Some examples of simple sentence structure – prelearned phrases. Vocabulary and structures only just adequate for the task.
1	Frequent errors which prevent communication, only isolated examples of accurate recognisable language – unconnected words or characters. No awareness of structure.
0	No language worthy of credit.

Questions 3 and 4

Marks are awarded for **Communication and Content**, **Knowledge and Application of Language** and **Accuracy**. Please refer to the following grids:

QUESTION 3: IN THE FINAL BULLET POINT THERE SHOULD BE SOME REFERENCE MADE
TO THE FACT THAT IT IS ACTUALLY A BIRTHDAY AND NOT SIMPLY A GENERAL
FUTURE PLAN.

QUESTION 4A: IN ORDER TO ACHIEVE A MARK IN THE 9-10 BOX FOR COMMUNICATION
AND CONTENT CANDIDATES MUST REFERENCE AND EXPAND ON THE BULLET
POINTS AND MAKE REFERENCE TO THE BEST PLACE TO LIVE. CANDIDATES MUST
ALSO REFER TO PAST, PRESENT AND FUTURE EVENTS TO RESPOND FULLY TO
THE STIMULUS TASK.

QUESTION 4B: IN ORDER TO ACHIEVE A MARK IN THE 9-10 BOX FOR COMMUNICATION
AND CONTENT CANDIDATES MUST REFERENCE AN ACTIVITY NOT YET DONE.

COMMUNICATION AND CONTENT	
9-10	Task clearly understood and responds fully to stimulus. Ability to narrate, expand, give full descriptions and express opinions as appropriate to task. Time sequence/verb tenses clear with no ambiguity. Piece clearly linked as a whole and relevant to set task. Coherent, pleasant to read.

COMMUNICATION AND CONTENT

7-8	Responds fully to all or nearly all of the task although there may be some minor omissions. Task clearly understood. Shows ability to go beyond a minimal response, and provides evidence of description and opinion as appropriate to the task. Time sequence/verb tenses generally sound with occasional lapses. Coherent with some lapses. Fairly clear, and reasonable attempt to link the piece into a whole. May be rather pedestrian or alternatively, somewhat over ambitious.
5-6	Majority of task completed and relevant information conveyed although there may be some omissions. There may be some misunderstanding of the question leading to some irrelevance. Evidence of ability to go beyond a minimal response, beginning to expand ideas and express opinions etc suitable for actual/imaginative tasks. Appropriate use of verb tenses with some lapses, sometimes leading to ambiguity. Comprehensible overall with some attempt at linking piece into a whole. Ambiguous in places especially if more ambitious language is attempted.
3-4	Main points of question completed but some of the task may have been misunderstood. Some relevant information conveyed but there may be major omissions and/or irrelevance, repetition. Level of response minimal with no evidence of description or opinions etc appropriate to task. Some attempt at verb but inconsistent and unreliable/insecure leading to ambiguity. Just about comprehensible overall. Not easy to read.
1-2	Little relevant information conveyed. Much ambiguity and omission. Task generally misunderstood. Substantial degree of irrelevance and incoherence. Time indications/verb tenses required by the task are absent or unreliable. Except for isolated items would not be comprehensible to a native speaker.
0	No relevant communication.

KNOWLEDGE AND APPLICATION OF LANGUAGE

5	Vocabulary and structures comfortably equal to the task. Variety of vocabulary, idiom and structures appropriate for narrative and description eg expressing and justifying opinions, ideas and points of view and to avoid repetition. Confident use of more complex structures such as pronouns, negatives, superlatives, range of tenses although there may be the occasional lapse. Clear ability to manipulate to suit purpose.
4	Evidence of a range of vocabulary and structures appropriate to narrative and description, eg expressing opinions, justifying ideas and points of view. Some attempt to vary sentences by using more ambitious structures: subordinate clauses, pronouns, adverbial or other phrases, range of tenses, although these are unlikely to be wholly successful. Shows ability to manipulate language to suit purpose, albeit with mistakes.
3	Vocabulary and structures adequate to task. Language appropriate for purpose, there

KNOWLEDGE AND APPLICATION OF LANGUAGE

may be occasional mother-tongue influence, which does not impede communication. Style basic, correct syntax when using simple short sentences. Some longer sentences where syntax not always correct. Fairly correct use of standard idiom. Attempts enhancement of fact with adjectives and adverbial phrases with (some) success. Attempts to use subordinate clauses / simple linking. Evidence of correct formation of tenses with some lapses. Although there will be prelearned, set phrases and attempts to manipulate the language, this may be only partially successful.

2   Limited vocabulary and structures, only just adequate to the task. Language basic and sometimes inappropriate to the task, some mother-tongue influence and words in non-target language. Sentences simple and usually short, syntactically more or less correct, occasional use of standard idiom. Some evidence of correct formation and use of verbs/ tenses though frequent lapses. Prelearned, set phrases predominate and there will be no evidence of any ability to manipulate the language. Some attempt at enhancement of fact with adjective or adverbial phrases though these are likely to be only partially successful. There may be some simple subordination.

1   Very limited language. Frequent use of mother-tongue or non-target language words greatly restricts communication. Language very basic and frequently inappropriate. Little understanding of language structures, eg the formation and use of tenses. There may be the occasional almost correct phrase or short sentence but this will be prelearned or stereotyped.

0   No language worthy of credit.

ACCURACY OF LANGUAGE

5   High level of accuracy though not necessarily faultless. Spellings, genders, agreements, verb forms generally mastered with the odd slip. Secure when using more complex language but again there may be minor errors.

4   Generally accurate in straightforward language, most verb forms correct, secure in genders and agreements but the odd lapse. Spellings mostly accurate. Accuracy can be more variable when more complex structures are attempted.

3   Fairly accurate in simple language. Some lapses in spellings and genders and verb endings. Inconsistency in verb forms but more correct than incorrect. Spellings of common words generally accurate. About half of what is written should be free of major errors; inaccuracy increases if attempts more complex structures. Despite error the message is communicated.

2	Many basic errors but main points communicated. Some correct phrases but frequent misspellings, inaccurate genders, incorrect verb endings.
1	Frequent basic errors and inaccuracies prevent communication. Isolated examples of correct language. Spellings and genders very weak. Little or no evidence of correct verb formation.
0	No language worthy of credit.

Summary of mark allocations for the writing paper

	Task 1	Task 2	Task3	Task 4
Communication and Content	5	5	10	10
Application of Language	-	5	10*	10*

* Marks are equally divided between application of language and accuracy within this task.