

Mark Scheme (Results)

Summer 2013

GCE Russian (6RU04/01)

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

## Unit 6RU04 Summer 2013 Section A: Mark Scheme Translation

Question Number	Question	Answer
1	Thirty years ago,	Тридцать (30) лет назад
	Soviet workers	советские работники (рабочие) (трудящиеся)
	often went	часто ездили (уезжали)
	on holidays	в отпуск(и) (на каникулы) (на отдых)
	which were organised	которые организовали (организовывали) (были организованы) (организованные)
	by their factories.	их фабрики (заводы) (фабриками) (заводами).
	A trip to the West	Поездка (путешествие) на запад
	was difficult	была трудной (сложной) (трудная) (сложная) ( <i>gender to agree with previous point</i> )
	and Russians usually	и русские (россияне) обычно
	spent the summer	проводили лето
	at their dacha	на (своей) даче
	or sometimes	или иногда (когда-нибудь)
	by the Black Sea	у (на берегу) Чёрного моря (на Чёрном море)
	in the South.	на юге.
	Nowadays	В наши дни (сегодня) (сейчас) (теперь)
	Russians travel everywhere.	русские (россияне) путешествуют (ездят) везде.
	Turkey	Турция (является)
	is the favourite place	любимое место (любимым местом <i>if является used</i> )
	to relax,	(чтобы) отдыхать (расслабляться) (для отдыха)
	but the majority	но большинство
	of visitors to Germany	посетителей (туристов) (визитёров) Германии (в Германии) (в Германию)
	each year	каждый год
	are from Russia	из России.
In 1995,	В 1995-ом (1995) (году)	
3 million Russian citizens	3 миллиона российских (русских) граждан (жителей)	
travelled abroad.	путешествовали (ездили) за границу (за рубеж) <i>with путешествовали also accept</i> (за границей) (за рубежом)	
However,	Однако (но)	
by 2006	к 2006(-ому) (году) (в 2006(-ом) (году)) (до 2006(-ого) (года))	
this number was	это число (количество) было (эта статистика была)	
three times higher.	в три раза больше (выше).	
Examples of alternative translations are shown in parentheses but other translations are also possible.		Mark
One spelling or alphabet transliteration error per element which is not grammatical and does not affect meaning or sound can be accepted.		10 marks
Elements which are mutually exclusive cannot both be credited.		

Marks allocated according to the number of correct elements:	
1-4 1 mark	
5-7 2 marks	
8-10 3 marks	
11-13 4 marks	
14-16 5 marks	
17-19 6 marks	
20-22 7 marks	
23-25 8 marks	
26-28 9 marks	
29-30 10 marks	

### Section B: Creative or Discursive Essay

Question 2: Below are suggested ideas for essays. Candidates may well come up with entirely different material which will be rewarded on its merits as a response to the task.

#### Creative Essay

Question Number	Question
<b>2(a)</b>	Куда открывается эта дверь?
	Suggested Answer
	The image depicts a mysterious door surrounded by leaves with the question 'Where does this door open to?' The creative response could involve a story about going through the door and what the candidate experienced on the other side. Candidates' responses could be fantasy or more mundane. Good answers will encourage the reader to read on and have some element of suspense / interest. Any logical but creative development of the material is acceptable, and this could take any format.
	Mark (45)

Question Number	Question
<b>2(b)</b>	Прочтите следующий текст, который рассказывает начало эпизода:  <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p>Когда я был(а) в центре города с друзьями, я сразу увидел(а) знаменитость, которую я очень уважаю. Я решил(а) поговорить с ним / ней...</p> </div> <p>Напишите сочинение (180-200 слов).</p>
	Suggested Answer
	The introduction to the narrative sets the scene of the candidate meeting a famous person who they respect in the street and deciding to speak to them. The continuation should go on to

	explain why they respect the person and what happened once they approached them. Perhaps they went somewhere with them or the person invited them on a trip. Good answers will encourage the reader to read on and have some element of suspense. Any logical but creative development of the material is acceptable, and this could take any format.
	Mark (45)

Question Number	Question
2(c)	Вот заголовок статьи в газете:  «Поехали на Луну?»  Напишите сочинение (180-200 слов)
	Suggested Answer
	The newspaper article is about whether a trip to the moon is possible. The title is deliberately speculative – the article could be about a possible astronaut trip or a tourist trip. It could discuss the benefits of a trip to the moon or it could be more of a story. The piece should be written as a newspaper article, with an appropriate style, rather than a narrative, to gain full credit.
	Mark (45)

### Discursive Essay

Question Number	Question
2(d)	«Лидеры стран мира должны работать вместе, чтобы решить проблему глобального потепления». Вы согласны? Почему? Почему нет?
	Suggested Answer
	An invitation to offer an opinion about whether or not world leaders should work together to solve the problem of global warming. A balanced argument will gain most credit, offering a reasoned answer to the question set, definitely deciding, by the end, whether the statement is correct or not. Candidates may take the stance that global warming is a myth as one half of their discussion, although they could equally argue that it does but that it would be better solved by individuals or collective action. Specialist vocabulary is not required beyond that which would be expected for A2.
	Mark (45)

Question Number	Question
2(e)	Вы думаете, что через десять лет книги и компактные диски будут старомодными? Почему? Почему нет?

	<b>Suggested Answer</b>
	An invitation to offer an opinion about whether or not books and compact discs will be old fashioned in ten years time. A balanced argument will gain the most credit, offering a reasoned answer to the question set and definitely deciding, by the end, whether the statement is correct or not. Specialist vocabulary is not required and answers may draw on the candidate's own experiences.
	<b>Mark</b> (45)

<b>Question Number</b>	<b>Question</b>
<b>2(f)</b>	«Чтобы улучшить здоровье всех людей, надо запретить курение – во всех местах и для всех». Вы согласны с этим мнением? Почему? Почему нет?
	<b>Suggested Answer</b>
	An invitation to offer an opinion about whether or not smoking should be completely banned in order to improve peoples' health. A balanced argument will gain the most credit, offering a reasoned answer to the question set and definitely deciding, by the end, whether the statement is correct. Specialist vocabulary is not required and answers may draw on the candidate's own experiences.
	<b>Mark</b> (45)

<b>Question Number</b>	<b>Question</b>
<b>2(g)</b>	«Студенты не должны платить за университетское образование». Вы согласны с этим мнением? Почему? Почему нет?
	<b>Suggested Answer</b>
	An invitation to offer an opinion about whether or not students should pay for their university education. A balanced argument will gain the most credit, offering a reasoned answer to the question set and definitely deciding, by the end, whether the statement is correct. Specialist vocabulary is not required.
	<b>Mark</b> (45)

### Discursive Essay or Creative Writing Assessment Grids

<b>Mark</b>	<b>AO2: Understanding and Response: Creative Writing</b>
<b>0</b>	No rewardable understanding or response
<b>1 - 3</b>	Largely irrelevant. Minimal use of stimulus
<b>4 - 6</b>	Some relevant points made. Unimaginative use of stimulus
<b>7 - 9</b>	Satisfactory understanding of question and response to stimulus
<b>10 - 12</b>	Good to very good understanding of question and response to stimulus
<b>13 - 15</b>	Very Good to excellent understanding of question and imaginative response to stimulus

Mark	<b>AO2: Understanding and Response: Discursive Essay</b>
0	No rewardable understanding or response
1 - 3	Minimal understanding of question or relevant discussion
4 - 6	Limited understanding of question
7 - 9	Satisfactory understanding of question. Some implications of questions addressed
10 - 12	Good to very good understanding of question. Main implications of question addressed
13 - 15	Very Good to excellent understanding of question. Implications of question fully grasped

Mark	<b>AO2: Organisation and Development</b>
0	No rewardable organisation and development
1 - 3	Minimal organisation and development. Answer largely disorganised
4 - 6	Limited organisation and development. Structure lacks coherence
7 - 9	Organisation and development not always logical and clear
10 - 12	Organisation and development logical and clear
13 - 15	Extremely clear and effective organisation and development of ideas

Mark	<b>AO3: Range and Application of Language</b>
0	No rewardable range and application of language
1 - 2	Inadequate range of lexis and structures. Very limited ability to manipulate
3 - 4	Restricted range of lexis and structures. Limited ability to manipulate language
5 - 6	An adequate range of lexis and structures. Successful manipulation of language/attempts to handle complex structures not always successful
7 - 8	A wide range of appropriate lexis and structures. Successful manipulation of language
9 - 10	Rich and complex language. Very successful manipulation of language

Mark	<b>AO3: Accuracy of the Target Language</b>
0	Language so inaccurate that no reward is possible
1	Accuracy only in the simplest form. A high incidence of basic error
2	Communication impaired at times by basic errors eg agreements, verb forms. Some familiar language is accurate
3	A number of major errors made, without impairing communication significantly. Familiar forms and structures usually accurate
4	Few errors, mostly of a minor nature
5	High degree of accuracy with minimal and minor errors

### Section C: Research-Based Essay

Question Number	Question
<b>3(a)</b>	Расскажите о проблемах окружающей среды в регионе или городе, который вы изучали. Объясните, почему вы считаете эти проблемы серьезными.
	<b>Suggested Answer</b>
	This question invites the candidate to demonstrate their knowledge and understanding of environmental problems in the region or town which they have studied. The candidate may concentrate on one environmental problem or discuss several. They must indicate why they think their chosen problems are serious. The candidate should offer factual information, discussion, analysis and a summary of the relevant research which they have undertaken.
	<b>Mark</b> (45)

Question Number	Question
<b>3(b)</b>	Расскажите о важной проблеме в том периоде истории, который вы изучали. Объясните, почему вы считаете эту проблему интересной.
	<b>Suggested Answer</b>
	This question invites the candidate to demonstrate their knowledge and understanding of an important problem / issue from the historical period which they have studied. The candidate must indicate why they consider this problem / issue to be interesting. The candidate should offer factual information, discussion, analysis and a summary of the relevant research which they have undertaken.
	<b>Mark</b> (45)

Question Number	Question
<b>3(c)</b>	Расскажите об одной социальной проблеме в современном русскоязычном обществе, которую вы изучали. Объясните, почему вы считаете эту проблему важной.
	<b>Suggested Answer</b>
	This question invites the candidate to demonstrate their knowledge and understanding of one social problem in modern Russian-speaking society which they have studied. The problem can be interpreted widely – any social issue is acceptable. The candidate should offer factual information, discussion, analysis and a summary of the relevant research which they have undertaken.
	<b>Mark</b> (45)

Question Number	Question
<b>3(d)</b>	Расскажите об одной теме в книге, пьесе или фильме, который вы изучали. Объясните, почему вы считаете эту тему интересной.
	<b>Suggested Answer</b>
	This question invites the candidate to demonstrate their knowledge and understanding of one theme in the book, play or film which they have studied. The question asks the candidate to explain why the theme is interesting. The candidate should offer factual information, discussion and analysis. Knowledge of others' critical views of the book, play or film is not required.
	<b>Mark</b> (45)

### Research-Based Essay Assessment Grids

Mark	<b>AO2: Reading Research and Understanding</b>
<b>0</b>	No rewardable material presented
<b>1 - 6</b>	Minimal understanding. Almost no evidence of reading and research
<b>7 - 12</b>	Limited understanding. Little evidence of reading and research
<b>13 - 18</b>	Adequate understanding. Some evidence of reading and research
<b>19 - 24</b>	Good to very good understanding. Clear evidence of in depth reading and research
<b>25 - 30</b>	Very good to excellent understanding . Clear evidence of extensive and in depth reading and research

Mark	<b>AO2: Organisation and Development</b>
<b>0</b>	No rewardable organisation and development
<b>1 - 2</b>	Limited organisation and development. Structure almost wholly lacking in coherence
<b>3 - 4</b>	Some organisation and development. May be rambling and/or repetitive
<b>5 - 6</b>	Adequate organisation and development of material. Development patchy and/or unambitious.
<b>7 - 8</b>	Good organisation and development. Material well planned and sequenced with minor lapses
<b>9</b>	Very good organisation and development. Material very effectively marshalled and developed within a carefully planned framework

Mark	<b>AO3: Quality of Language</b>
<b>0</b>	No rewardable language
<b>1</b>	Very basic level of communication. Language often breaks down because of lack of linguistic knowledge and/or ability to use structures. Very inaccurate
<b>2</b>	Some communication achieved on a basic level but often lacks comprehensibility. Limited linguistic range; basic sentence construction. Register often inappropriate

<b>3 – 4</b>	Satisfactory communication. Inaccurate language occasionally impedes comprehensibility. Fair range of appropriate lexis. Structures often well handled
<b>5</b>	Good communication. Errors rarely impede comprehensibility. Language mainly accurate and appropriate. Good range of lexis and structures. Good handling of complex structures and use of idioms
<b>6</b>	Very good communication. Language almost always fluent, varied and appropriate. Wide range of lexis and structures. High level of accuracy

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