

A Level Russian



Sample Assessment Materials

Pearson Edexcel Level 3 Advanced GCE in Russian (9RU0)

First teaching from September 2017

First certification from 2019

Issue 1

Edexcel, BTEC and LCCI qualifications

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Introduction

The Pearson Edexcel Level 3 Advanced GCE in Russian is designed for use in schools and colleges. It is part of a suite of AS/A Level qualifications offered by Pearson.

These sample assessment materials have been developed to support this qualification and will be used as the benchmark to develop the assessment students will take.

General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark scheme – not according to their perception of where the grade boundaries may lie.
- 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/indicative content will not be exhaustive. However different examples of responses will be provided at standardisation.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, a senior examiner must be consulted before a mark is given.
- Crossed-out work should be marked **unless** the candidate has replaced it with an alternative response.

Pearson Edexcel Level 3 GCE

Russian

Advanced

Paper 1: Listening, Reading and Translation

Sample assessment material for first teaching
September 2017

Transcript

Paper Reference

9RU0/01

Do not return this Transcript with the question paper.

Turn over ►

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Вопрос номер 1 – Равноправие в сфере труда

М1 Самой распространённой причиной дискриминации в сфере труда, по моему, является возраст работника. Эта проблема серьёзнее, чем даже дискриминация в отношении женщин и мужчин.

Исследования показывают, что в сфере продаж практически нет работников старше 45 лет. Это потому, что у работодателей есть большой выбор кандидатов.

Также в сфере компьютерных технологий – мало работников старшего возраста. Это объясняется тем, что в этом секторе особенно ценится инициатива, способность рисковать и молодёжная энергичность.

В любом случае для рационального работодателя самое важное – не пол или возраст кандидата. Он просто выбирает кандидата, наиболее подходящего для данной работы.

Вопрос номер 2 – Жалуете ли вы о распаде СССР?

Ф1 Ну да, я жалею о распаде Советского Союза, больше всего потому что я считаю, что многие русскоязычные люди на сегодняшний момент страдают в других странах. В этом, конечно, виноват Горбачёв. При коммунизме было много хорошего.

М1 Я согласен с тобой. Тогда жизнь была спокойнее, не такая, как сейчас. У нас была бесплатная медицина, бесплатная квартира, бесплатная учёба. А главное – мы бесплатно завтракали и обедали в школах. Представьте, десятки миллионов детей, ели бесплатно! А сейчас что у нас? Мы не можем найти работу. Раньше мы жили вместе, помогали друг другу. А теперь?

Вопрос номер 3 – Молодёжь и музыка

М1 Соня, что ты думаешь о современной музыке?

Ф1 По-моему, современная музыка включает в себя много стилей, и это отлично. Нередко происходит и так, что есть несколько стилей вместе, или, и это самое интересное, один стиль становится родителем многих других.

Музыка, во всём своём разнообразии, с каждым днём всё больше входит в жизнь общества. Она влияет на социальную культуру и жизненные взгляды всех людей, особенно молодёжи. Саша, ты согласен со мной?

М1 Конечно, согласен. Очевидно, дело в том, что у представителей молодого поколения могут быть самые разные интересы; кто-то увлекается спортом, кто-то просмотром кинофильмов или компьютерными играми, но при этом ту или иную музыку слушают все. Особенно сильно это касается групп подростков, на которых музыка может оказывать или позитивное или негативное влияние. Многие тинэйджеры находят себе друзей именно благодаря тому, что они слушают музыку того или другого музыкального стиля. В связи с этим музыка часто становится общей темой для общения. С другой стороны, стоит отметить, что в некоторых случаях между поклонниками различных стилей часто могут возникать и конфликтные ситуации. Говорят, что музыка оказывает такое же колоссальное влияние на старое поколение, но я считаю это невероятным.

Вопрос номер 4 – Жизнь российских школьников

Отрывок 4(а)

F1 Сейчас несколько слов об инфраструктуре школьного образования. Число школьников в России растёт от года в год. В течение ближайшего десятилетия число школьников увеличится на 3,5 миллиона, и все они должны прийти в новые, современные и хорошо организованные школы. К сожалению, сегодня примерно четверть детей учится в школах, не отвечающих стандартам качества. Для школьников это – ужасно.

Чтобы улучшить жизнь наших школьников, мы должны создать новые школьные места. Будут новые школы, где будет создано современное место для обучения и воспитания. Должно быть пространство и для уроков, и для спорта. На сегодняшний день правительство планирует программу создания новых мест школьного образования, и эта программа стартует в следующем году.

Отрывок 4(б)

M1 Наши школьники всегда говорят, что им важна хорошая образовательная среда. Мы хотим повысить качество работы школьных библиотек. Конечно, современные школьные библиотеки невозможны без высокоскоростного Интернета. При хорошем Интернете можно эффективно использовать электронные ресурсы. Это особенно важно для детей, живущих в деревнях, и для особенно талантливых детей, которые учатся по индивидуальным учебным планам. Наши школьники, которые живут за рубежом смогут следить за событиями в России.

F1 По мнению учеников, учителя и директора школ являются ключевыми фигурами. Президент страны недавно повысил зарплату учителей. Сейчас важно помочь учителям добиваться более современного и высокого качества работы. У нас есть только старые советские фильмы об учителях. Также нужны новые фильмы об учителях, публикации в средствах массовой информации о лучших учителях, чтобы в будущем профессия учителя привлекала достаточно успешных молодых людей.

Write your name here

Surname

Other names

Pearson Edexcel
Level 3 GCE

Centre Number

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Candidate Number

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Russian

Advanced

Paper 1: Listening, Reading and Translation

Sample assessment material for first teaching
September 2017

Time: 2 hours

Paper Reference

9RU0/01

You must have:

Listening equipment
CD/MP3

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- We recommend that you start with Section A: Listening and then work through each section as presented in the answer booklet.
- We recommend that you spend 50 minutes on Section A: Listening, 50 minutes on Section B: Reading and 20 minutes on Section C: Translation into English.
- You must **not** use a dictionary.

Information

- The total mark for this paper is 80.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

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Some questions must be answered with a cross ☐. If you change your mind about an answer, put a line through the box ☐ and then mark your new answer with a cross ☐.

SECTION A: LISTENING

Answer ALL questions. Write your answers in the spaces provided.

We recommend you spend no more than 50 minutes on this section.

Questions 2, 3 and 4(a) do NOT require full sentences and you may respond using single words or phrases.

Summary Question 4(b) does NOT require full sentences and you may respond using short phrases.

You may use words from the listening passages but you must not transcribe whole sections.

You are going to listen to five passages. The duration of each passage is approximately:

Passage 1 = 0 minutes 37 seconds

Passage 2 = 0 minutes 38 seconds

Passage 3 = 0 minute 48 seconds

Passage 4a = 2 minutes 7 seconds

Passage 4b = 2 minutes 7 seconds

You will be in charge of the recording. You may listen to each passage as often as you want to and write your answers whenever you want to.

Вопрос номер 1 – Равноправие в сфере труда

1 Прослушайте этот отрывок из речи губернатора Иркутской области. Потом выберите правильный ответ и поставьте крестик ☒.

(i) Социолог считает, что самая важная проблема в сфере труда...

<input type="checkbox"/>	A дискриминация против женщин.
<input type="checkbox"/>	B дискриминация по причине возраста.
<input type="checkbox"/>	C роль мужчин в месте работы.
<input type="checkbox"/>	D отношения между женщинами и мужчинами.

(ii) В сфере продаж работники обычно...

<input type="checkbox"/>	A имеют выбор мест.
<input type="checkbox"/>	B имеют хорошие отношения с работодателями.
<input type="checkbox"/>	C предпенсионного возраста.
<input type="checkbox"/>	D моложе 45 лет.

(iii) Люди, работающие в сфере технологий...

<input type="checkbox"/>	A проявляют инициативу.
<input type="checkbox"/>	B должны иметь университетский диплом.
<input type="checkbox"/>	C предпенсионного возраста.
<input type="checkbox"/>	D моложе 45 лет.

(iv) Для работодателя самое важное...

<input type="checkbox"/>	A сколько у кандидата опыта..
<input type="checkbox"/>	B сколько кандидату лет.
<input type="checkbox"/>	C подходит ли кандидат для работы.
<input type="checkbox"/>	D квалифицирован ли кандидат.

(Total for Question 1 = 4 marks)

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Вопрос номер 2 – Жалеете ли вы о распаде СССР?

2 Прослушайте это телевизионное интервью. Потом ответьте на вопросы **по-русски**.

(a) Как относится женщина к распаду СССР?

(1)

(б) Какая проблема особенно интересует её?

(1)

(в) Какое для мужчины было самое важное преимущество СССР?

(1)

(г) По мнению мужчины, какие недостатки есть в сегодняшнее время? Укажите **2** недостатка.

(2)

(Total for Question 2 = 5 marks)

Вопрос номер 3 – Молодёжь и музыка

3 Прослушайте это интервью по Интернету о молодёжи и о музыке. Потом ответьте на вопросы **по-русски**.

(а) Какое у Сони мнение о современной музыке?

(1)

(б) Что для Сони самое интересное?

(1)

(в) По мнению Сони, на кого музыка оказывает самое важное влияние?

(1)

(г) По мнению Саши, как отличается музыка от других интересов? Укажите **2** черты.

(2)

(д) Как музыка влияет позитивно на молодёжь? Укажите **2** позитивных момента.

(2)

(е) Какое негативное влияние может оказывать музыка?

(1)

(ж) Что считает Саша невероятным?

(1)

(Total for Question 3 = 9 marks)

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Вопрос номер 4(а) – Жизнь российских школьников

4 (a) Прослушайте отрывок из конференции об образовании. Потом ответьте на вопросы **по-русски**.

(i) Как меняется число школьников в России?

(1)

(ii) Какими должны быть новые школы? Укажите **2** характеристики.

(2)

(iii) Сколько школьников на сегодняшний день учатся в школах, не отвечающих стандартам качества?

(1)

(iv) Кроме классных комнат, что будет в новых школах?

(1)

(v) Когда стартует программа создания новых школ?

(1)

Сделайте резюме следующего отрывка. Достаточно коротких фраз. Дайте 3 варианта ответа на вопрос 4(б)(i) и 3 варианта ответа на вопрос 4(б)(ii).

Вопрос номер 4(б) – Жизнь российских школьников

(б) Прослушайте отрывок о новых школах. Потом ответьте **по-русски**.

(i) Сделайте резюме того, что говорит мужчина, когда упоминается следующее:

- школьные библиотеки (1)
- дети, которые живут в деревне (1)
- дети, которые живут за границей (1)

(ii) Сделайте резюме того, что говорит женщина, когда упоминается следующее:

- зарплата учителей (1)
- фильмы (1)
- будущее профессии учителя (1)

(Total for Question 4 = 12 marks)

TOTAL FOR SECTION A = 30 MARKS

SECTION B: READING

Answer ALL questions. Write your answers in the spaces provided.

We recommend you spend around 50 minutes on this section.

Open-response questions do NOT have to be written in full sentences and you may respond using single words or phrases.

You may use words from the texts but you must not copy whole sections.

Вопрос номер 5

Международный фестиваль искусств «Славянский базар в Витебске»

5 Прочитайте эту статью о фестивале и потом ответьте на вопросы.

18 июля 1992 года в Витебске прошёл первый международный фестиваль искусств «Славянский базар в Витебске». Организаторы хотели подчеркнуть богатую культурную жизнь Беларуси и других республик бывшего Советского Союза. В нём участвовало три европейских государства – Беларусь, Россия и Украина. Программа фестиваля включила 18 музыкальных концертов, в том числе два ночных театральных шоу. Конкурсов в это время не было.

В этом году одним из главных событий в фестивальной программе будет международный конкурс певцов популярной песни. Также будет знаменитый детский конкурс. Председателем жюри детского конкурса будет известный композитор – народный артист России Дмитрий Маликов. После конкурса, он будет петь на музыкальном вечере «Нам не жить друг без друга».

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Выберите правильный ответ и поставьте крестик ☒.

(i) На первый фестиваль пригласили артистов...

<input type="checkbox"/>	A из всех стран бывшего Советского Союза.
<input type="checkbox"/>	B из всех стран мира.
<input type="checkbox"/>	C из трёх европейских стран.
<input type="checkbox"/>	D только из Беларуси.

(ii) В первый фестиваль включили...

<input type="checkbox"/>	A только музыкальные концерты.
<input type="checkbox"/>	B только театральные спектакли.
<input type="checkbox"/>	C ночные спектакли.
<input type="checkbox"/>	D ночные конкурсы.

(iii) В этом году будет конкурс для...

<input type="checkbox"/>	A детей.
<input type="checkbox"/>	B пианистов.
<input type="checkbox"/>	C композиторов.
<input type="checkbox"/>	D пенсионеров.

(iv) Дмитрий Маликов...

<input type="checkbox"/>	A бывший художник.
<input type="checkbox"/>	B белорусский политик.
<input type="checkbox"/>	C друг председателя.
<input type="checkbox"/>	D известный певец.

(Total for Question 5 = 4 marks)

Вопрос номер 6

Гласность и её исходы

6 Прочитайте информацию о гласности и потом ответьте на вопросы.

Термин «гласность» впервые прозвучал в феврале 1986 года в выступлениях М. С. Горбачёва – «без гласности нет, и не может быть демократизма». В январе 1987 года Горбачёв официально описал новую политику – «гласность».

Одним из положительных результатов политики гласности явилось то, что сразу было издано множество литературных произведений, находившихся долгое время под запретом. Появились первые публикации книг А. И. Солженицына и других диссидентов. Для них открывались не только границы СССР, но также и двери тюрем, выпуская их на свободу. Академик А. Д. Сахаров вернулся домой из ссылки.

Гласность позволяла народу выражать открыто своё недовольство. Для народа главным вопросом стал вопрос о Сталине. Журнал «Огонёк» строго критиковал Сталина. На экранах появлялись фильмы, которые резко критиковали бывшего лидера.

Выберите 4 правильных предложения и поставьте крестики:

<input type="checkbox"/>	A По мнению М. С. Горбачёва, демократизму нужна гласность.
<input type="checkbox"/>	B Политика гласности официально началась в 1986 году.
<input type="checkbox"/>	C НС Благодаря гласности книги многих запрещённых писателей были скоро опубликованы.
<input type="checkbox"/>	D Романы А. И. Солженицына сначала остались под запретом.
<input type="checkbox"/>	E Некоторые диссиденты эмигрировали из СССР.
<input type="checkbox"/>	F В 80-х годах А. Д. Сахаров сидел в тюрьме.
<input type="checkbox"/>	G При гласности свобода речи не существовала для обыкновенных людей.
<input type="checkbox"/>	H Вопросом о Сталине интересовалось большинство населения.
<input type="checkbox"/>	I Журнал «Огонёк» защищал репутацию Сталина.

(Total for Question 6 = 4 marks)

Вопрос номер 7**Иностранка в Санкт-Петербурге**

7 Прочитайте этот блог. Ответьте на вопросы **по-русски**.

Меня зовут Галина. Я болгарка, но я когда-то переехала жить в Россию. Я переехала в Санкт-Петербург, город, который сразу поразил меня своей красотой. Проживание в Петербурге очень отличается от того, к чему я привыкла. Сначала, правда, климат был похож, но буквально только пару дней. А потом начались ужасные морозы...

Общее впечатление у меня сложилось намного лучше. В Болгарии мне негде было найти хорошую работу. Работая в Санкт-Петербурге, я получаю гораздо больше моего бывшего дохода в Болгарии.

Болгары очень любят русских. И петербургская молодёжь очень даже хорошо к нам относится. Но некоторые из моих старших русских коллег не так вежливы, они жалуются на то, что не хватает русских работников.

В целом я отлично отношусь к русским. А это ещё важнее, чем жить финансово комфортно.

(а) Что сначала понравилось Галине в Санкт-Петербурге?

(1)

(б) Что она думала о климате Санкт-Петербурга?

(1)

(в) Зачем она уехала из Болгарии? Укажите **2** причины.

(2)

(г) Как отличаются молодые коллеги Галины от старших?

(1)

(д) Что для Галины самое важное?

(1)

(Total for Question 7 = 6 marks)

Вопрос номер 8**Иностранные языки: 8 советов журналистам**

8 Прочитайте текст с одного веб-сайта для российских журналистов. Потом ответьте на вопросы **по-русски**.

1. Никогда не пользуйтесь автоматическим переводчиком. Единственное исключение: когда рядом нет никого, кто знает язык, а вам надо понять хотя бы общий смысл написанного.
2. Избегайте английских слов, когда уже существует подобное русское слово. Гордитесь своим родным языком!
3. Никогда не ограничивайтесь первым значением слова в словаре, таким образом избегайте инцидентов, вызывающих смущение.
4. Смотрите в словарях и значения русских слов. Их много.
5. Всегда смотрите значение незнакомых слов в словаре, даже если те кажутся знакомыми. Ваши читатели, вероятно, могут быть более образованными и знать русский язык лучше, чем вы.
6. Если вы знаете деловой английский, это не значит, что вы можете понять литературный или компьютерный текст. Позвоните эксперту.
7. Как можно больше говорите с иностранцами на их языке. Это бесплатные уроки по вашей специальности. Если вы не понимаете то, что они говорят – спрашивайте. Задавайте вопросы, чтобы вы лучше понимали.
8. Многие ваши ленивые коллеги читают только русскоязычные источники. Использование зарубежных текстов даёт вам сильное конкурентное преимущество!

(а) Что думает автор об автоматических переводчиках? Укажите **2** суждения.

(2)

(б) Почему он против употребления английских слов в русском тексте?

(1)

(в) Почему лучше прочитать все значения слова в словаре?

(1)

(г) Что рекомендует автор для того, чтобы избежать проблем с русским языком?

(1)

(д) Почему автор советует позвонить эксперту?

(1)

(е) Что рекомендует автор, когда журналист говорит на другом языке, но не понимает?

(1)

(ж) Какой совет может помочь создать «конкурентное преимущество» для журналиста?

(1)

(Total for Question 8 = 8 marks)

Вопрос номер 9**Семён и Ева**

- 9 Прочитайте текст из сборника «Травяная улица» русского писателя Асара Эппеля. Потом ответьте на вопросы **по-русски**.

Семён приезжал ужинать в ресторане уже много раз с тех пор, как он женился на Еве. Ему не нравилось ужинать с её неприятной семьёй. На остановке «Ново-Алексеевская» он сел в тридцать девятый трамвай. По пути к ресторану стояло три больших дома. Семён почему-то обратил на них сегодня внимание, как будто видел в первый раз.

Ближе к ресторану, слева от трамвая, появилась пустая площадь, где росло одно прекрасное дерево. Тридцать девятый прошёл одинокое, как Семён, дерево и остановился. Когда Семён сошёл, трамвай уехал в сторону Останкина, и у Семёна во второй раз было странное чувство: прямо перед ним стояла гора с церковью. Церковь была непохожа на то, чего он ждал, а всё остальное было похоже.

Семён поужинал в ресторане. Потом он прошёл взять шапку и встретился с очень внимательным взглядом официанта, который спросил, «У вас ещё нет жены? В чём проблема?»

Официант не знал, что Семёна женили на Еве. Брат у Евы был очень непривлекательный. Мама не производила хорошего впечатления. Отец, с очень длинными ногами, всегда носил узкие сапоги с галошами. Он работал в керосиновой лавке. Поэтому финансовых затруднений у отца не было.

Когда Семён женился на Еве, он сразу же переехал с ней в комнату, купленную отцом для молодых. Семён жил спокойно. Но он не заметил, как Ева была близка к отчаянию, совсем не понимая Семёна.

- (а) Каким видом транспорта Семён приехал в ресторан? (1)
-
- (б) Что сделал Семён в первый раз этим утром? (1)
-
- (в) Согласно автору, на что похож Семён, и почему? (2)
-
-
- (г) О чём спросил официант? (1)
-

(д) В тексте, что значит «непривлекательный»? Объясните своими словами по-русски.

(1)

(е) Что сделал отец Евы для Семёна и Евы, когда они поженились?

(1)

(ж) Какие у Евы отношения с мужем?

(1)

(Total for Question 9 = 8 marks)

TOTAL FOR SECTION B = 30 MARKS

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- Самая современная связь удобна, а иногда просто необходима. Но большинство опрошенных также признают, что мобильный телефон может иметь негативное воздействие на организм человека.

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(Total for Question 10 = 20 marks)

TOTAL FOR SECTION C = 20 MARKS
TOTAL FOR PAPER = 80 MARKS

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GCE A Level Russian

Paper 1 marking principles for Sections A and B

Candidate responses

- For open-response questions, the candidate does **not** have to write in full sentences. If appropriate, they may respond using single words or phrases (with the exception of Question 4(b), summary writing).

Examples of short phrases with two or more words:

- число растёт (noun/verb)
 - Люди не могут работать (verb/negation)
 - красивый город (adjective/noun).
- In Question 4b, candidates must use short phrases but not single words, as this would not be appropriate for summary writing.
 - When responding to open-response questions, candidates may use words from the listening passage or reading extract but, where the question requires them to manipulate the language in order to render the response accurate to the question, they must not transcribe or copy whole sections.

Example:

Text: По непонятным мне причинам Виктор опекал меня

Question: Какие у Виктора отношения с автором?

Rewardable answer: он опекает его (pronoun manipulated)

Non-rewardable answer: Виктор опекал меня

Candidates who copy the whole phrase or sentence, as exemplified above as the *Non-rewardable answer*, **will not be awarded marks without manipulating the pronoun** in the sentence 'ero.' This is because it does not render an accurate answer to the question. However, as the exemplified *Rewardable answer* shows, candidates may still use words from the listening passage or reading extract.

- There are no marks for quality of language in this paper, so errors and omissions in spelling and grammar will be tolerated as long as the message is not ambiguous or interferes with communication.
- Consider only as many elements as there are marks, for example for a 1-mark answer, the candidate's first response is taken for assessment, even if this response is incorrect but the correct information follows as a further element. Where 2 marks are available, award the individual marks discretely but apply the order of elements rule.
- Written responses in the wrong language cannot be awarded a mark.

Guidance to examiners on understanding and applying the mark scheme

- Alternative ways of giving the same answer are indicated with a slash (/) in between the alternative responses, for example: люди жили вместе/помогали друг другу (1).
- Where appropriate, responses have been separated with 'AND' for compulsory answers and 'OR' for possible answers, for example:

в школьных библиотеках должен быть Интернет (1)

AND

Интернет полезен для них (1)

AND

они смогут следить за событиями в России.

- Any parts of an answer that are not essential are bracketed and any parts that are key words are underlined, for example: он — популярный язык (в мировых соцсетях).
- Candidates are likely to write variants on the acceptable answers listed and these should be considered as acceptable if they convey the correct answer.
- All possible answers have the correct amount of marks appropriate for the information required indicated in brackets.
- Suggested incorrect answers are indicated in the '**Reject**' column.

Paper 1 mark scheme

SECTION A

Question number	Answer	Mark
1(i)	(B)	(1)

Question number	Answer	Mark
1(ii)	(D)	(1)

Question number	Answer	Mark
1(iii)	(A)	(1)

Question number	Answer	Mark
1(iv)	(C)	(1)

Question number	Answer	Reject	Mark
2(a)	Она сожалеет о нём	я сожалею о нём	(1)

Question number	Answer	Reject	Mark
2(б)	То, что некоторые русские страдают за рубежом	многие люди русскаяязычные by itself	(1)

Question number	Answer	Mark
2(в)	То, что школьники бесплатно завтракали и обедали в школе/школах	(1)

Question number	Answer	Mark
2(г)	Люди не могут работать (1) AND люди больше не живут вместе/не помогают друг другу (1)	(2)

Question number	Answer	Reject	Mark
3(а)	положительное/позитивное OR она считает, что современная музыка включает в себя много стилей	современная музыка включает в себя много стилей (no opinion)	(1)

Question number	Answer	Reject	Mark
3(б)	то, что один стиль ведёт к другим	несколько стилей сливаются в один	(1)

Question number	Answer	Reject	Mark
3(в)	на молодёжь	на всех людей	(1)

Question number	Answer	Reject	Mark
3(г)	одни занимаются спортом/кино/компьютерными играми (1) AND всех интересует музыка (1)	у представителей молодого поколения могут быть самые разные интересы	(2)

Question number	Answer	Reject	Mark
3(д)	можно найти друзей (1) AND музыка является темой для общения (1)	Многие тинэйджеры принадлежат к слушателям того или иного музыкального стиля	(2)

Question number	Answer	Reject	Mark
3(е)	могут возникать конфликты	конфликтные ситуации (no verb)	(1)

Question number	Answer	Reject	Mark
3(ж)	то, что музыка влияет на старое поколение, как и на молодое	я считаю, что музыка влияет на старое поколение, как на молодое (not third person)	(1)

Question number	Answer	Reject	Mark
4(a)(i)	число растёт	3, 5 миллиона	(1)

Question number	Answer	Mark
4(a)(ii)	Современными (1) AND хорошо организованными (1)	(2)

Question number	Answer	Mark
4(a)(iii)	четверть	(1)

Question number	Answer	Mark
4(a)(iv)	место для спорта	(1)

Question number	Answer	Mark
4(a)(v)	В следующем году	(1)

Question number	Answer	Mark
4(b)(i)	<p>в школьных библиотеках должен быть Интернет (1)</p> <p>AND</p> <p>Интернет полезен для них (1)</p> <p>AND</p> <p>они смогут следить за событиями в России (1)</p>	(3)

Question number	Answer	Mark
4(b)(ii)	<p>недавно повысили зарплату учителей (1)</p> <p>AND</p> <p>есть советские фильмы об учителях/нужны новые фильмы об учителях (1)</p> <p>AND</p> <p>хотят привлекать молодых людей (1)</p>	(3)

SECTION B

Question number	Answer	Mark
5(i)	C	(1)

Question number	Answer	Mark
5(ii)	C	(1)

Question number	Answer	Mark
5(iii)	A	(1)

Question number	Answer	Mark
5(iv)	D	(1)

Question number	Answer	Mark
6	A, C, E, H	(4)

Question number	Answer	Reject	Mark
7(а)	Это красивый город	Красота (if unrelated to the city)	(1)

Question number	Answer	Reject	Mark
7(б)	Ей не понравилась погода	погода (by itself)	(1)

Question number	Answer	Reject	Mark
7(в)	Чтобы работать (1) AND Чтобы больше зарабатывать (1)	Там лучше/ проще	(2)

Question number	Answer	Reject	Mark
7(г)	Молодые люди лучше относятся к болгарам, чем старые OR Они более приветливы	русская молодежь хорошо относится к нам	(1)

Question number	Answer	Reject	Mark
7(д)	То, что она хорошо относится к русским	жить комфортнее финансово	(1)

Question number	Answer	Mark
8(a)	(Он думает, что вообще) нельзя использовать их (1) AND Можно использовать их только, когда другого выхода совсем нет (1)	(2)

Question number	Answer	Mark
8(б)	Потому что он гордится русским языком	(1)

Question number	Answer	Reject	Mark
8(в)	Потому что ошибка может вести к смущению	Смотрите в словарях значения русских слов	(1)

Question number	Answer	Reject	Mark
8(г)	Надо посмотреть значение незнакомых слов в словаре	Всегда смотрите значение незнакомых слов (imperative used)	(1)

Question number	Answer	Mark
8(д)	Чтобы переводить технический/искусствоведческий/компьютерный текст	(1)

Question number	Answer	Reject	Mark
8(е)	Надо задать вопросы	Позвоните (imperative used)	(1)

Question number	Answer	Reject	Mark
8(ж)	Использовать зарубежные источники	Использование зарубежных by itself	(1)

Question number	Answer	Reject	Mark
9(a)	трамваем	тридцать девятый	(1)

Question number	Answer	Reject	Mark
9(б)	Он обратил внимание на (три) (больших) дома, как будто видел их в первый раз	Церковь была непохожа на ту, чего он ждал, а всё остальное было похоже.	(1)

Question number	Answer	Reject	Mark
9(в)	Он похож на дерево (1) потому что он одинокий (1)		(2)

Question number	Answer	Reject	Mark
9(г)	Он спросил о том, женат ли Семён OR Он спросил, есть ли у Семёна проблемы	У вас ещё нет жены? В чём проблема?	(1)

Question number	Answer	Reject	Mark
9(д)	несимпатичный OR неприятный OR another synonym which conveys this meaning	Брат у Евы был очень непривлекательный.	(1)

Question number	Answer	Reject	Mark
9(е)	Он купил им комнату	Он работал в керосиновой лавке	(1)

Question number	Answer	Reject	Mark
9(ж)	Плохие OR Она не понимала его	Ева была близка к отчаянию	(1)

SECTION C

Marking principles

Misspelling is tolerated as long as it does not lead to ambiguity, for example drought misspelled as drowght would be acceptable but misspelled as draught would be unacceptable as this would lead to ambiguity.

Students are likely to write variants on the acceptable answers listed and these should be considered as acceptable if they convey the same intended meaning.

Translation is successful if an English speaker would understand the translation without having understood the text in its original language.

Question number	Acceptable answers	Mark
10	In a recent survey	(1)
	on the topic/theme	(1)
	'The role of new technology	(1)
	in the lives of contemporary young people',	(1)
	experts came to the conclusion	(1)
	that today	(1)
	practically all young people	(1)
	cannot imagine life/their lives	(1)
	without a mobile phone.	(1)
	A mobile phone is used	(1)
	to contact parents and friends,	(1)
	for accessing the Internet,	(1)
	games and listening to music.	(1)
	The latest (means of) communication is convenient,	(1)
	and sometimes simply a necessity.	(1)
	But the majority of those questioned	(1)
	also recognise	(1)
	that a mobile phone can have	(1)
	a negative effect	(1)
	on the human body.	(1)

Write your name here

Surname

Other names

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Level 3 GCE

Centre Number

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Candidate Number

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Russian

Advanced

Paper 2: Written response to works and translation

Sample assessment material for first teaching
September 2017

Time: 2 hours 40 minutes

Paper Reference

9RU0/02

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer question 1 in Section A. You must answer **two** questions from Sections B and C – this means **either** two questions from Section B **or** one question from Section B **and** one question from Section C. We recommend you write approximately between 215 and 250 words for questions in Section B and Section C.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- Dictionaries are **not** allowed in this examination.
- Copies of works are **not** allowed in this examination.

Information

- The total mark for this paper is 120.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

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However, economic reforms were necessary not only because of the problems in industry. There was a fall in living standards of the whole population. Corruption became more widespread. The government wanted both to keep and to reform the socialist system. Gorbachev began a social and industrial revolution, but this finally led to the collapse of the USSR.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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(Total for Question 1 = 20 marks)

TOTAL FOR SECTION A = 20 MARKS

SECTION B: WRITTEN RESPONSE TO WORKS (LITERARY TEXTS)

Ответьте на два вопроса. Выберите два вопроса из раздела «В» ИЛИ один вопрос из раздела «В» И один вопрос из раздела «С».

Напишите 215–250 слов в ответ на каждый вопрос.

2 *Пиковая дама* (Александр Пушкин)

EITHER

- (a) Объясните, как Пушкин изображает тему сумасшествия в рассказе.

OR

- (b) Проанализируйте, как Пушкин изображает русское общество в 1830-ые годы в рассказе.

(Total for Question 2 = 50 marks)

3 *Ревизор* (Николай Гоголь)

EITHER

- (a) Объясните, до какой степени в пьесе городничий является «плохим человеком».

OR

- (b) Рассмотрите, как Гоголь изображает тему коррупции в пьесе.

(Total for Question 3 = 50 marks)

4 *Вишнёвый сад* (Антон Чехов)

EITHER

- (a) Объясните, до какой степени Чехов критикует Раневскую и Гаева в пьесе.

OR

- (b) Оцените значимость вишнёвого сада в пьесе.

(Total for Question 4 = 50 marks)

5 Один день Ивана Денисовича (Александр Солженицын)**EITHER**

- (a) Объясните, как Солженицын изображает повседневную жизнь в ГУЛАГе в 1950-е годы.

OR

- (b) Проанализируйте, как структура текста помогает нам понять повесть.

(Total for Question 5 = 50 marks)**6 Неделя как неделя (Наталья Баранская)****EITHER**

- (a) Проанализируйте, до какой степени в повести Дима является эгоистичным мужем.

OR

- (b) Объясните, как Баранская изображает положение женщин в СССР в 1960-е годы.

(Total for Question 6 = 50 marks)**7 Сонечка (Людмила Улицкая)****EITHER**

- (a) Оцените, до какой степени можно считать Сонечку жертвой в повести.

OR

- (b) Проанализируйте в повести тему важности семьи.

(Total for Question 7 = 50 marks)

SECTION C: WRITTEN RESPONSE TO WORKS (FILMS)

Ответьте на два вопроса. Выберите два вопроса из раздела «В» ИЛИ один вопрос из раздела «В» И один вопрос из раздела «С».

Напишите 215-250 слов в ответ на каждый вопрос.

8 Крылья (Лариса Шепитько)

EITHER

- (a) Проанализируйте, как Шепитько использует ретроспективные эпизоды в фильме.

OR

- (b) Рассмотрите, как взгляды Тани на мир отличаются от взглядов её матери, Надежды Степановны на мир.

(Total for Question 8 = 50 marks)

9 Утомлённые солнцем (Никита Михалков)

EITHER

- (a) Рассмотрите, как в фильме Михалков изображает жестокость сталинского режима.

OR

- (b) Оцените, до какой степени отношения между Котовым и Надей являются самыми главными в фильме.

(Total for Question 9 = 50 marks)

10 Кавказский пленник (Сергей Бодров)

EITHER

- (a) Рассмотрите до какой степени можно считать фильм комедией.

OR

- (b) Проанализируйте, как в фильме Бодров изображает отношения между чеченцами и русскими.

(Total for Question 10 = 50 marks)

11 Левиафан (Андрей Звягинцев)**EITHER**

- (a) Рассмотрите, как Звягинцев изображает жизнь в одном маленьком городке в современной России.

OR

- (b) Проанализируйте, до какой степени в фильме отношения между Колей и Ромой являются счастливыми.

(Total for Question 11 = 50 marks)

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TOTAL FOR SECTIONS B AND C = 100 MARKS
TOTAL FOR PAPER = 120 MARKS

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GCE A Level Russian

Paper 2 mark scheme

Section A – Question 1 (translation) into assessed language

This task is a points-based mark scheme in which 1 mark is given for each correct individual section of language. A correct translation is provided in a grid, which also outlines the alternative translations that will be accepted or the translations to be rejected. Marking principles for error tolerance with examples are given directly above the grid.

Marking principles

Soft signs: non-grammatical soft sign errors are tolerated, for example *только* rather than *только*, unless they cause ambiguity (for example *купит* rather than *купить*).

Spelling: non-grammatical misspellings are tolerated, for example *рассказать* rather than *рассказать*, as long as they are not ambiguous (for example *тошно* rather than *точно*), or in the wrong language.

Verb endings must be correct and will not be classed as spelling errors.

Adjective and noun endings must be correct and will not be classed as spelling errors.

Accept any appropriate alternatives that do not already appear in the acceptable answers column.

Section number	Text	Correct answer	Acceptable answers	Reject	Mark
1	In the 1980s	В 80-х годах		В 1980 г.	(1)
2	the economy of the Soviet Union	экономика Советского Союза		экономика России	(1)
3	was in a difficult position.	оказалась в сложном положении.	была в дурной ситуации.		(1)
4	Everywhere in the country	По всей стране	Везде в стране	В стране	(1)
5	economic development slowed down	экономическое развитие замедлилось.	было замедление в экономическом развитии.		(1)
6	For example, in 1985,	Например, в 1985 г.			(1)
7	about 150,000 tons of steel	около 150 тысяч тонн стали	приблизительно 150 тонн стали		(1)

Section number	Text	Correct answer	Acceptable answers	Reject	Mark
8	were produced;	производилось;	было произведено;		(1)
9	more than in the USA,	больше, чем в США,		больше, чем в USA,	(1)
10	but not enough for the USSR.	но для СССР не хватало.	но недостаточно для СССР.		(1)
11	However, economic reforms were necessary	Однако экономические реформы были необходимы	Тем не менее, экономическая перестройка была нужна		(1)
12	not only because of the problems in industry.	не только из-за проблем в промышленности.	не только потому, что были проблемы в промышленности.		(1)
13	There was a fall in living standards	Было падение уровня жизни		Люди жили хуже	(1)
14	of the whole population.	всего населения.	всего народа.		(1)
15	Corruption became more widespread.	Коррупция больше распространилась.	Коррупция была более распространена		(1)
16	The government wanted both to keep	Правительство хотело и сохранить,	Правительству хотелось и сохранить,		(1)

Section number	Text	Correct answer	Acceptable answers	Reject	Mark
17	and to reform the socialist system.	и реформировать социалистическую систему.	и перестроить социалистическую систему.		(1)
18	Gorbachev began a social and industrial revolution,	Горбачёв начал социальную и промышленную революцию,	Горбачёв основал социально-промышленную революцию,		(1)
19	but this finally led	но наконец это привело	а в конце концов это привело	но сначала это повело	(1)
20	to the collapse of the USSR.	к распаду СССР.	к развалу Советского Союза.	к концу России.	(1)
					Total (20)

Sections B and C, Questions 2 to 11 (written response to works)

There are three levels-based mark grids to be applied to each individual essay that makes up the written response to works. The mark grids are:

- Critical and analytical response (AO4)
- Range of grammatical structures and vocabulary (AO3)
- Accuracy of language (AO3).

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- First, you should consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a level you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme, you should use a 'best fit' approach for defining the level. You should then use the variability of the response to help decide the mark within the level, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band, depending on how students have evidenced each of the descriptor bullet points.
- You will modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

Critical and analytical response (AO4)

- This mark grid assesses students' ability to respond critically and analytically to the aspect of the literary work or film outlined in the question. To provide a critical and analytical response, students should select relevant material, present and justify points of view, develop arguments, draw conclusions based on understanding and evaluate issues, themes and cultural and social contexts.
- This grid should be applied twice, once for each essay individually.
- When deciding how to reward an answer, you should consult this mark grid as well as the indicative content associated with each question. Indicative content contains points that students are likely to use to construct their answer. It is possible for an answer to be constructed without mentioning some or all of these points as long as students provide alternative responses that fulfil the requirements of the question. The whole essay should be marked regardless of length.

Marks	Description
0	No rewardable material.
1–4	<ul style="list-style-type: none">• Response relates to the work but limited focus on the question.• Points of view relating to issues/themes/cultural or social contexts are presented with simplistic justification; limited interpretation with frequent misunderstanding or confusion; any evidence from the work is descriptive.• Limited ability to form arguments or draw conclusions.
5–8	<ul style="list-style-type: none">• Response relates to the work but often loses focus on the question.• Points of view relating to issues/themes/cultural or social contexts are presented, with attempts made at interpretation, but they occasionally show misunderstanding or confusion; evidence selected from the work for justification is occasionally appropriate but often descriptive.• Arguments are made but with inconsistencies; conclusions are drawn but do not fully link to arguments.
9–12	<ul style="list-style-type: none">• Response is relevant to particular aspects of the question, occasional loss of focus.• Critical analysis of issues/themes/cultural or social contexts is evident in relation to particular aspects of the question, with some appropriate interpretations and points of view, sometimes justified by appropriately selected evidence from the work.• Logical arguments are followed through on particular aspects of the question, occasionally detailed and with linked conclusions; some points are made without exploration.

Marks	Description
13–16	<ul style="list-style-type: none"> • Predominantly relevant response to the question. • Critical analysis of issues/themes/cultural or social contexts is frequently demonstrated, with some convincing interpretations and points of view, predominantly justified with appropriately selected evidence from the work. • Generally detailed, logical arguments are made, with some persuasive conclusions that mostly link together.
17–20	<ul style="list-style-type: none"> • Relevant response to the question throughout. • Critical analysis of issues/themes/cultural or social contexts is demonstrated through convincing interpretations and points of view, consistently justified with appropriately selected evidence from the work. • Detailed, logical arguments and conclusions are made that consistently link together.

Range of grammatical structures and vocabulary (AO3)

- This mark grid assesses students' ability to use a range of grammatical structures and vocabulary in order to produce articulate written communication with a range of expression.
- This grid should be applied twice, once for each essay individually.

Marks	Description
0	No rewardable language.
1–4	<ul style="list-style-type: none">• Limited variation of straightforward grammatical structures with much repetition, producing writing that is often restricted and stilted.• Limited range of vocabulary resulting in repetitive expression.• Limited use of terminology appropriate to literary and cinematic analysis.
5–8	<ul style="list-style-type: none">• Occasional variation in use of mostly straightforward grammatical structures, infrequent use of complex language, producing writing that is sometimes stilted.• Vocabulary is mostly high frequency with occasional variation, expression is frequently repetitive.• Occasional use of terminology appropriate for literary and cinematic analysis.
9–12	<ul style="list-style-type: none">• Some variation in the use of grammatical structures, including some recurrent examples of complex language; sections of articulate writing with occasionally stilted phrasing.• Some variation in use of vocabulary, resulting in variation of expression but this is not sustained.• Some use of terminology appropriate for literary and cinematic analysis.
13–16	<ul style="list-style-type: none">• Frequent variation in use of grammatical structures, including different types of complex language, producing writing that is articulate throughout the majority of the essay.• Frequently varied use of vocabulary, resulting in regular variation of expression.• Frequent use of terminology appropriate for literary and cinematic analysis.
17–20	<ul style="list-style-type: none">• Consistent variation in use of grammatical structures, including in use of complex language, producing consistently articulate writing.• Consistently varied use of vocabulary, allowing ideas to be conveyed in a variety of different ways.• Consistent use of terminology appropriate for literary and cinematic analysis.

Additional guidance

Variation of vocabulary and grammatical structures: the traits in the mark grid differentiate between the variation of grammatical structures and vocabulary used by students. Examiners should judge in which mark band to place students and which mark to award, based on the effect that the variety of grammatical structures and vocabulary has on the quality of the communication; the wider the variety, the more articulate the communication will become (see definition of *articulate* below).

Examples of a variety of grammatical structures and vocabulary are: a selection of different verbs, tenses, adjectives, vocabulary (including to express literary and cinematic analysis (see further detail below), complex language (see definition below) for a variety of purposes, including to present and justify points of view, develop arguments, draw conclusions based on understanding.

Articulate: articulate communication is fluent, effective and coherent as students control/manipulate the language to say what they want to say rather than what they can say, for a number of different purposes. If students are restricted to what they can say, they may not be able to express themselves for all purposes, for example to develop arguments.

Terminology for literary and cinematic analysis: vocabulary for critical analysis according to the work being studied, for example 'plot', 'character'; figures of speech such as 'metaphor', 'similes'; to describe theme and style such as, 'camera technique', 'hand-held camera', 'use of black and white', 'first person narrative.'

Complex language is considered to include the following:

- using extended sentences to express abstract ideas/convey justified arguments that require a range of lexis and structures; for example conjunctions and pronouns
- use of all cases, including nouns, adjectives and pronouns (singular and plural, regular and common irregular)
- use of comparative and superlative adjectives and adverbs (including common irregulars)
- use of common short form adjectives
- use of cardinal and ordinal numerals, including in oblique cases
- use of verbal aspects
- appropriate sequence of tenses in reported speech/indirect statements /indirect questions
- passive voice, including present active and past passive participles
- gerunds
- conditional mood
- verbs of wanting, commanding with *чтобы*, further uses of *бы* and *чтобы*
- compound conjunctions
- use of relative pronouns
- use of synonyms and a variety of expressions to say things in different ways
- any other grammar and structures included in the grammar list that are specific to A Level.

Straightforward language is considered to be:

- simple sentences with limited linking of sentences and clauses
- high-frequency grammatical structures and vocabulary.

Accuracy of language (A03)

- This mark grid assesses students' ability to apply grammar and syntax accurately.
- This grid should be applied twice, once for each essay individually.

Marks	Description
0	No rewardable language.
1–2	<ul style="list-style-type: none">• Limited sequences of accurate language, resulting in lapses in coherence.• Errors occur that often prevent meaning being conveyed.
3–4	<ul style="list-style-type: none">• Some accurate sequences of language resulting in some coherent writing.• Errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed.
5–6	<ul style="list-style-type: none">• Frequent sequences of accurate language resulting in generally coherent writing.• Errors occur that occasionally hinder clarity of communication
7–8	<ul style="list-style-type: none">• Accurate language throughout most of the essay, resulting in mostly coherent writing.• Errors occur that rarely hinder clarity of communication.
9–10	<ul style="list-style-type: none">• Accurate language throughout, resulting in consistently coherent writing.• Any errors do not hinder clarity of communication.

Additional guidance

Errors: students are not expected to produce perfect, error-free writing in order to access the top band. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity**:

- errors that do not affect meaning, for example misspellings such as *разказать* (for *рассказать*), *мушчина* (for *мужчина*), *крассный* (for *красный*)
- infrequent errors that do not distract the reader from the content and that result in coherent writing, for example incorrect use of demonstratives (for example *это персонаж появляется....* - for *этот персонаж...*); use of a singular noun when a plural is more appropriate (for example *их отношение с героем* - for *их отношения ...*); incorrect use of short form adjectives (for example *она жила далеко* - for *она жила далеко*).

Errors that **hinder clarity**:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example misspellings such as *поп-мазыка* (for *поп-музыка*), *маланки* (for *маленький*), *пириработат* (for *переработать*)
- frequent errors that hinder clarity as they distract the reader from the content of the writing, for example several misspellings combining to produce a cumulative effect (for example *это проблем встречает визде в Росси* - for *эта проблема встречается везде в России*).

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message, for example он роботит (for они работают)
- errors that convey the wrong message, for example купит (for купить), тошно (for точно), чисто (for часто)
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Indicative content

Indicative content is not exhaustive. Students should be rewarded for any valid response and may draw on a range of relevant examples from the work.

Question number	Indicative content
2(a)	<p>Пиковая дама (Александр Пушкин) Students may refer to the following in their answers.</p> <p>Madness is a central theme of the story and this is clear when we see Germann at the end, in an asylum, muttering 'three, seven, ace' to himself, oblivious to the world.</p> <ul style="list-style-type: none"> • Madness is portrayed as something which can affect even those who seem sane at first, e.g. at the start of the story, Germann is a model of sanity. He is reserved and ambitious. He watches others gamble but chooses not to do so himself, not willing to risk his modest means in the pursuit of that which he does not need. • Madness seems to lurk below the surface but can be kept in check until something brings it forward, e.g. upon hearing the secret of the three cards, Germann disregards the previous 'three cards' central to his life ('thrift, moderation and hard work') and gives in to his 'ardent imagination', becoming obsessed with discovering the secret and making his fortune. • Descent into madness is shown through the depiction of what could be supernatural events or what could be happening inside a character's mind, e.g. the countess appears to Germann in a dream and tells him the secret of the three cards, and this causes him to win. Later, one of the cards turns from an ace to the Queen of Spades in front of Germann's eyes, and he loses. As a reader, we are unsure whether these events are 'real' or imagined, reflecting the state of mind of someone who is 'mad'.

Question number	Indicative content
2(b)	<p data-bbox="375 241 933 275">Пиковая дама (Александр Пушкин)</p> <p data-bbox="375 275 1093 309">Students may refer to the following in their answers.</p> <p data-bbox="375 338 1300 405">Pushkin portrays aspects of 1830s Russian society effectively in the story.</p> <ul data-bbox="422 434 1377 1081" style="list-style-type: none"> <li data-bbox="422 434 1377 696">• There is a contrast between the attitudes of the older generation who had lived under Catherine the Great (represented in the story by the countess) and the younger generation (represented by Lizaveta Ivanovna, Germann and Tomsy), e.g. we are told that the countess 'lives in the past' (where position and courtly behaviour were important), contrasted with the present day (1830s) where money and a new class of people (such as Germann) dominate. <li data-bbox="422 725 1377 920">• The story shows how Russian society has changed since the reign of Catherine the Great, a period where the language at court was French. After the Napoleonic Wars, this behaviour would have seemed very much out of date but the countess, representing the old regime, does not see this, e.g. she does not believe there are actually novels in Russian. <li data-bbox="422 949 1377 1081">• The story has at its centre the theme of the possibility of supernatural forces, something of interest to many in the 1830s in Russia, e.g. we are not certain as readers whether Germann sees the ghost of the countess in reality or in his mind.

Question number	Indicative content
3(a)	<p data-bbox="375 241 794 275">Ревизор (Николай Гоголь)</p> <p data-bbox="375 275 1091 309">Students may refer to the following in their answers.</p> <p data-bbox="375 338 1294 432">The Mayor (sometimes called 'Governor', 'Chief of Police' or 'Town Prefect' in English) could be seen as a 'bad person' due to his moral weakness.</p> <ul data-bbox="427 465 1369 1249" style="list-style-type: none"> <li data-bbox="427 465 1369 696">• Other characters, and the Mayor himself, tell us on many occasions throughout the play of the acts that Skvoznik-Dmukhanovsky (the Mayor) has committed what could be considered morally reprehensible, e.g. he has beaten up a woman for alleged fighting, ruined the town's merchants with compulsory billeting, regularly helped himself from shops and sent the wrong men to be conscripted, having taken bribes from others. <li data-bbox="427 725 1369 920">• The Mayor shows himself to be obsequious and devious, e.g. he attempts to ingratiate himself to Khlestakov, whom he believes to be a government inspector visiting from St Petersburg. He gives Khlestakov money to pay his bill at the inn, offers to put him up at his house and questions Khlestakov's servant, Osip, to discover more about the visitor. <li data-bbox="427 949 1369 1249">• On the other hand, it could be argued that the audience may sympathise with the Mayor. They may see him as a shrewd operator who makes decisions to help others, e.g. when he urges action of the other characters to get the town in order for the pending arrival of the inspector. At the end, we may feel sorry for him as having been duped and lost face. In the penultimate scene, in a hilarious rage at his own stupidity, the Mayor tells the audience that they are laughing at themselves, pointing at our own failings and weaknesses.

Question number	Indicative content
3(b)	<p>Ревизор (Николай Гоголь) Students may refer to the following in their answers.</p> <p>The all-pervading corruption in Russian provincial towns is a central theme of Gogol's play and the reason it attracted so much attention when first performed.</p> <ul style="list-style-type: none"> • Gogol's play is essentially a satire targeted in various directions, e.g. the corrupt and incompetent bureaucracy among local officials, especially in the provinces far from the capital. • There are innumerable examples of corruption and mismanagement among the key characters in the play (the Mayor, the Judge, the Postmaster, the Superintendent of Schools and the Supervisor of Charitable Institutions), e.g. the streets are dirty, the police are drunk, prisoners are poorly fed, the mail is illegally opened and the wrong people are being conscripted. The officials of the town appear ridiculous and unsophisticated as they try to convince Khlestakov of their competence. • The play causes the audience to laugh at the various officials' corrupt attempts to ingratiate themselves to Khlestakov, but also forces us to consider our own failings, e.g. at the end when the Mayor tells us that we are laughing at ourselves.

Question number	Indicative content
4(a)	<p data-bbox="375 275 837 304">Вишнёвый сад (Антон Чехов)</p> <p data-bbox="375 309 1090 338">Students may refer to the following in their answers.</p> <p data-bbox="375 371 1348 499">It could be argued that Chekhov uses the play to criticise Ranevskaya and Gayev as representatives of the Russian aristocracy, which refuses to change and face up to the realities of a new society. However, at the same time there is much that makes them likeable.</p> <ul data-bbox="427 533 1372 1384" style="list-style-type: none"> <li data-bbox="427 533 1372 790">• Ranevskaya is shown as ignorant of the real world and how it now revolves around money, and Chekhov is criticising the attitude of aristocrats who do not understand that money is a finite resource, e.g. in Act 2 Lopakhin suggests that she is 'un-businesslike and peculiar'. Despite being in serious financial difficulties, Ranevskaya loans money to Pishchik in Act 1, overtips the waiters in Act 2, and in Act 4 we learn that she has given some peasants a large amount of money. <li data-bbox="427 824 1372 952">• Ranevskaya and her family are seen as looking back towards the past, which no longer exists, e.g. she has a vision of her mother in the Cherry Orchard in Act 1, when she is in her nursery willing herself back in time. <li data-bbox="427 985 1372 1182">• Chekhov shows Ranevskaya's brother, Gayev, as rather simple minded and immature, e.g. he seems unable to dress himself without Firs's help, he does not seem to understand working to make money could help the family ('it would be nice to inherit a fortune'), and he gives long, rather silly speeches (such as to the bookcase). He is a figure of amusement in the play. <li data-bbox="427 1216 1372 1384">• At the same time, Ranevskaya and Gayev remain very likeable characters, e.g. they are kind (especially Ranevskaya), wish no-one ill and (again Ranevskaya) have experienced true love and emotions, unlike Trofimov who, Ranevskaya points out in Act 3, seems to have no real experience of life.

Question number	Indicative content
4(b)	<p data-bbox="411 248 879 277">Вишнёвый сад (Антон Чехов)</p> <p data-bbox="411 277 1129 306">Students may refer to the following in their answers.</p> <p data-bbox="411 342 1377 405">The large cherry orchard has some symbolic significance in the lives of all the characters in the play.</p> <ul data-bbox="459 441 1377 1249" style="list-style-type: none"> <li data-bbox="459 441 1377 629">• The orchard represents the family's (and by extension the aristocracy's) former prominence and success, which have now turned into irrelevance and failure, e.g. we discover that it used to produce an enormous crop every year and this was used to make cherry jam but that the recipe, according to Firs, is now lost and the annual crop is now poor. <li data-bbox="459 665 1377 853">• The orchard represents memory of an idealised past for the aristocrats, e.g. Ranevskaya sees a vision of her mother in the (actually decaying) orchard when she is in the nursery reminiscing and wishing to turn the clock back. Gayev sees it as a symbol of the family's former status when he says that it is mentioned in the encyclopaedia. <li data-bbox="459 889 1377 1050">• The orchard represents the memory of a rather less-positive past for some other characters, e.g. Trofimov sees the faces of the serfs who lived and died on the estate in the orchard. For him, the orchard represents the suffering of those people who are now emancipated under the new order. <li data-bbox="459 1086 1377 1249">• The orchard has a dual meaning for others, e.g. Lopakhin's father worked on the estate and the orchard is tied to his past as a serf from which he has now moved on and made his fortune, and so he wants to destroy it, but his attachment to Ranevskaya means that he also looks for ways to preserve it.

Question number	Indicative content
5(a)	<p data-bbox="375 217 1260 246">Один день Ивана Денисовича (Александр Солженицын)</p> <p data-bbox="375 248 1090 277">Students may refer to the following in their answers.</p> <p data-bbox="375 313 1337 376">Solzhenitsyn portrays the harsh reality of daily life in one of the Soviet Gulags in the 1950s in his novella.</p> <ul data-bbox="427 412 1342 1249" style="list-style-type: none"> <li data-bbox="427 412 1342 667">• The relentless Siberian weather, which the prisoners experience every day, is a feature of the novella, e.g. Shukhov constantly worries about how to keep himself warm (the cold is mentioned on nearly every page), the prisoners are subjected to humiliating body searches in the cold, boots, mittens and other clothing (e.g. undershirts) are highly prized and in constant demand. Not only do the prisoners have to protect themselves from arbitrary punishment but also from the cold. <li data-bbox="427 703 1342 958">• The struggle for, and lack of, food in the camp is also a central theme, e.g. Shukhov worries at the start of the novella about whether he will miss breakfast, we learn how the prisoners are often short-changed on their rations and how Shukhov stores part of his ration in his mattress to avoid theft. Bread is a symbol of physical and spiritual sustenance that reoccurs frequently in the novella. Tsezar's luxurious food parcels throw the lack of rations amongst the other prisoners into sharp relief. <li data-bbox="427 994 1342 1249">• The efforts of the state and the Gulag system to dehumanise and exercise control over the prisoners are described throughout the novella, e.g. the prisoners have no space to call their own, their names have been replaced with numbers, they are abused by the camp guards. There are symbols of their private identity, however, such as Shukhov's spoon and Alyosha's notebook containing a partially copied-out New Testament.

Question number	Indicative content
5(b)	<p data-bbox="416 241 1299 275">Один день Ивана Денисовича (Александр Солженицын)</p> <p data-bbox="416 275 1129 309">Students may refer to the following in their answers.</p> <p data-bbox="416 338 1315 371">The setting of the novella in one day is central to its overall effect.</p> <ul data-bbox="464 405 1378 1245" style="list-style-type: none"> <li data-bbox="464 405 1378 595">• References in the text to the cold and to food emphasise that these things are at the forefront of the prisoners' minds at every moment of the day, e.g. the cold and the lack of food are mentioned on almost on every page and Shukhov's first and last thoughts (given at the beginning and end of the text, like bookends) are of his survival, of the cold, and of food. <li data-bbox="464 629 1378 819">• The setting of the story on one day also emphasises the fact that each of a prisoner's days belongs to the government rather than to the individual, and that each day is fully controlled by others, e.g. the day starts and ends at the whim of those in charge at the camp, the clang of the hammer on the rail. <li data-bbox="464 853 1378 954">• Setting the story on one day makes the reader concentrate on the smallest of details of life in the camp, e.g. the detailed description of Shukhov's first few moments after waking. <li data-bbox="464 987 1378 1245">• The repetitive nature of each day in the camp is continuously emphasised in the text, e.g. at the very end of the story the reader is reminded that the day we have just read about will be repeated 3653 times in the ten-year sentence, with three extra days for leap years. Small differences from one day to the next have heightened significance for the individual prisoners, such as when they are able to obtain slightly more food.

Question number	Indicative content
6(a)	<p data-bbox="373 219 1011 253">Неделя как неделя (Наталья Баранская)</p> <p data-bbox="373 253 1091 286">Students may refer to the following in their answers.</p> <p data-bbox="373 315 1347 416">The character of Dima could be seen as being selfish but in comparison with the other men who are referred to in the story he is perhaps less selfish than he first appears.</p> <ul data-bbox="427 445 1347 1249" style="list-style-type: none"> <li data-bbox="427 445 1347 703">• On some level, Dima's behaviour is typically male, e.g. he argues in favour of abortion when Olga becomes pregnant a second time and later suggests that if he did not have to spend so much time helping out at home, he could do further paid work and earn more money for the family, suggesting he would rather be working than with them, or that really he thinks that childcare is Olga's job. He asks Olga to iron his trousers rather than spend time on things which she enjoys. <li data-bbox="427 732 1347 958">• Dima does, however, show qualities that show that he is not as selfish as we might think, e.g. he plays with the children and reads to them, helps out with Kotka's teacher and completes many secondary household chores (but not cooking or cleaning). He recognises he might be selfish after he has mentioned that he could get another job if he did not have to do so much childcare. <li data-bbox="427 987 1347 1249">• The contrasts with other men mentioned in the text help us to evaluate Dima's character as accurate in the social and historical context, e.g. Blonde Lusya describes Dima as 'wonderful' because she is comparing him to the husbands of some of the other women; Dark Lusya's husband wants her to give up her job to care for the children, the father of Blonde Lusya's child vanished when he heard she was pregnant and Shura's husband drinks.

Question number	Indicative content
6(b)	<p data-bbox="411 241 1050 275">Неделя как неделя (Наталья Баранская)</p> <p data-bbox="411 275 1129 309">Students may refer to the following in their answers.</p> <p data-bbox="411 338 1369 405">Baranskaya portrays the position of women in the 1960s in the Soviet Union particularly effectively.</p> <ul data-bbox="459 434 1353 1249" style="list-style-type: none"> <li data-bbox="459 434 1353 725">• Olga is typical of a Soviet woman in the 1960s, e.g. she is well educated, holding an important and responsible job as a research scientist but is also expected to look after the children and do the cooking and cleaning at home. She is described by Maria Matveyevna as 'a good mother and a good worker, a real Soviet woman.' On the surface, women were equal to men in the Soviet Union; they had the same educational and work demands placed on them but in addition to running the home. <li data-bbox="459 754 1353 1016">• Baranskaya portrays the practicalities of living in the USSR in the Brezhnev era, which have a notable impact on Olga and the other women in the story, and in particular on their ability to balance their work and home lives, e.g. they have limited time to do the shopping and so shop for each other in their breaks, public transport is poor and overcrowded and this makes them late, infrastructure is underdeveloped (there are no shops on Olga's new estate). <li data-bbox="459 1046 1353 1249">• Men in the story have attitudes and behave in ways that show that they do not see women as equal, despite the official Soviet position, e.g. Dima resents having to help with the childcare because Olga is working, Dark Lusya's husband wants her to give up work to look after the children and have another baby.

Question number	Indicative content
7(a)	<p>Сонечка (Людмила Улицкая) Students may refer to the following in their answers.</p> <p>Sonechka could be considered a victim due to the adulterous behaviour of her husband, Robert Viktorovich, but the reader could also see her as a strong woman who selflessly supports the needs of her family.</p> <ul style="list-style-type: none"> • Some readers might see Sonechka's behaviour as that of a victim of love (or even infatuation), e.g. she chooses to be with her artist husband, Robert Viktorovich, despite the possibility of a much more comfortable life with her family, relying on help sent from her father because of her husband's meagre earnings. • Some might argue that Sonechka is humiliated and demeaned by Robert Viktorovich, e.g. she remains with him even when he has a public affair with Yasia, the young orphaned Polish woman (and friend of Sonechka's daughter), who comes to live with the family. • Others might see Sonechka not as a victim but as a strong female character who sacrifices her own personal needs for those of her family and their friends, e.g. before she marries Robert Viktorovich she is introverted and lives her life through books. Her marriage transforms her into a domestic woman who has endless love, patience and understanding for the weaknesses and foibles of others, such as her husband's infidelity and frustration with his work, her daughter's selfishness and Yasia's exploitation of the family's generosity.

Question number	Indicative content
7(b)	<p data-bbox="375 241 831 275">Сонечка (Людмила Улицкая)</p> <p data-bbox="375 275 1090 309">Students may refer to the following in their answers.</p> <p data-bbox="375 338 1123 371">The importance of family is a key theme in the novella.</p> <ul data-bbox="427 405 1359 1115" style="list-style-type: none"> <li data-bbox="427 405 1359 629">• At the start of the novella, Sonechka's own family are supportive and kind on the whole, e.g. before she meets Robert Viktorovich we learn that her father and mother make sacrifices to support the family, such as her father closing his own business and working in a factory. After her marriage, Sonechka's family support her and Robert Viktorovich by sending food, despite their own poverty and hardship. <li data-bbox="427 663 1359 887">• Once Sonechka is married, she remains resolutely loyal to her husband until his death, e.g. she refuses to remain in Sverdlovsk when her exiled husband is ordered to leave, despite her pregnancy and the concerns of her family. Sonechka works tirelessly to support the family, saving money to secure a house. Later, in Moscow, Sonechka supports her husband despite his infidelity. <li data-bbox="427 920 1359 1115">• Sonechka loves and cherishes her daughter, Tania, despite her daughter's selfishness, e.g. Sonechka and Robert Viktorovich buy her a goldfish, a puppy and a piano as soon as she mentions wanting them. There is little criticism of Tanya's liaisons with boys, and Sonechka does not comment negatively when Tania does not return to Moscow on the death of her father.

Question number	Indicative content
8(a)	<p data-bbox="373 219 815 253">Крылья (Лариса Шепитко)</p> <p data-bbox="373 253 1091 286">Students may refer to the following in their answers.</p> <p data-bbox="373 315 1331 409">Shepitko uses retrospective episodes (flashbacks) to create a sense of isolation, alienation and dissatisfaction with the present for the main character in the film, Nadezhda Stepanovna.</p> <ul data-bbox="427 443 1375 1093" style="list-style-type: none"> <li data-bbox="427 443 1375 667">• The past is shown as a time when Nadezhda had a purpose and role in society which she considered meaningful, in contrast to the present, e.g. she remarks to her daughter that she has always worked for others and done her duty to society, while in contrast her daughter urges her to think about herself. Nadezhda begins to realise as the film progresses that she is no longer of use to society. <li data-bbox="427 701 1375 857">• Frequent flashbacks of times when Nadezhda was happy and free are used to create a sense of longing for the past and dissatisfaction with the present, e.g. she often seems to be daydreaming about the freedom she felt when flying a plane as a fighter pilot in the war. <li data-bbox="427 891 1375 1093">• Flashbacks are used to demonstrate to the viewer that when she was a pilot, Nadezhda truly occupied her own feelings and was true to herself, whereas now she is separate and alienated from society, e.g. the sequence where we learn of her happiness with her former lover Mitya, and then of his death, is shot from her point of view, rather than with her as a subject.

Question number	Indicative content
8(b)	<p data-bbox="375 241 813 275">Крылья (Лариса Шепитько)</p> <p data-bbox="375 275 1093 309">Students may refer to the following in their answers.</p> <p data-bbox="375 338 1356 465">Tanya's view of the world is different from that of her mother, Nadezhda Stepanovna, because they are from different generations and so do not have the same attitudes to the ideas of duty and service to one's country.</p> <ul data-bbox="427 499 1364 1272" style="list-style-type: none"> <li data-bbox="427 499 1364 723">• Relations between Tanya and her mother are strained and they have not communicated with each other well, e.g. Tanya has married a man much older than her and kept it a secret. Nadezhda worries that her daughter may find out that she was adopted and confesses this to her boyfriend, Pasha. She worries that she may lose the relationship she has with her daughter, despite their failure to communicate with each other. <li data-bbox="427 757 1364 981">• There is a generation gap between mother and daughter in terms of attitudes to leisure and lifestyle, e.g. in the party scene when Nadezhda first meets her daughter's husband, she first mistakes someone else for him and then fails to communicate with him, interrogating him rather than building a relationship. Her daughter's friends are modern and listen to jazz, which Nadezhda does not understand or appreciate. <li data-bbox="427 1014 1364 1272">• There is also a difference in the two women's attitudes to duty and service, representing the gap between those who served the USSR in the war and those who did not, e.g. Tanya tells Nadezhda Stepanovna that she should stop worrying about the children at her college and worry about herself, and Nadezhda replies that she has always worked for others. She has a Soviet attitude, which is beginning to be lost among the young in the late 1960s.

Question number	Indicative content
9(a)	<p data-bbox="375 241 1023 275">Утомлённые солнцем (Никита Михалков)</p> <p data-bbox="375 275 1090 309">Students may refer to the following in their answers.</p> <p data-bbox="375 338 1318 400">Mikhalkov depicts the brutality of Stalin's regime through its personal effects on each character in the film.</p> <ul data-bbox="427 434 1366 1339" style="list-style-type: none"> <li data-bbox="427 434 1366 725">• Blind belief in Stalin and the communist regime is evident throughout the film, e.g. despite growing evidence to the contrary, Kotov refuses to believe that he will not be able to sort out the matter of his arrest with Stalin personally. Kotov believes that Mitia's actions are a result of personal revenge but Mitia has in fact been sent to arrest Kotov by the NKVD. The scene at the end where Kotov is weeping in the car, marks for the audience the point at which Kotov finally realises the brutality of the regime. The end titles tell us of Kotov's execution. <li data-bbox="427 759 1366 1084">• The regime is shown to affect those who enforce it, e.g. Mitia invades the idyllic day at the family's dacha but gives no indication to them of why he is there. He is an entertainer and immediately strikes up a relationship with Nadia, knowing that he is soon to arrest her father. Before he does this, for one day he is the charming man that he once was in the eyes of the family, particularly Marusia. For her, he represents a pre-revolutionary time of culture and music. At the end of the film, Mitia commits suicide, perhaps because he cannot live with what he has been forced to do, another victim of the regime. <li data-bbox="427 1117 1366 1339">• Mikhalkov portrays the ways the regime affects those who are completely innocent of involvement with it, e.g. Nadia remains innocent throughout the film. She looks on at the pioneers with envy and sees Stalin and the regime in an idealistic light. She never realises the danger that she and her family are in, although the end titles tell us that she too is arrested and not rehabilitated until the Thaw in 1956.

Question number	Indicative content
9(b)	<p data-bbox="379 244 1023 275">Утомлённые солнцем (Никита Михалков)</p> <p data-bbox="379 277 1090 309">Students may refer to the following in their answers.</p> <p data-bbox="379 338 1358 434">The relationship between Kotov and Nadia could be considered the most important in the film because their innocent relationship is juxtaposed with the cruelty of Stalin's regime.</p> <ul data-bbox="427 465 1375 1211" style="list-style-type: none"> <li data-bbox="427 465 1375 600">• The depiction of the relationship gives the film emotional strength, e.g. we often see father (Kotov) and daughter (Nadia) together exchanging glances or father-daughter affection. The whole film has a feeling of tenderness due to their relationship. <li data-bbox="427 629 1375 824">• There is a parallel between Kotov's relationship with Nadia and what he sees as Stalin's benign paternalism. Kotov clearly adores Nadia, and we see this most in the scene where they take a boat ride together. Kotov, as a veteran of the civil war, wants a better future for Nadia and sees communism as the way to achieve this. He tells her to 'respect the Soviet motherland'. <li data-bbox="427 853 1375 981">• Nadia is played by Mikhalkov's daughter Nadezhda in the film, and this gives the relationship honesty. They appear to be complicit and knowing about others, although the irony is that Nadia remains innocent to the end as to the fate of her father. <li data-bbox="427 1010 1375 1211">• Alternatively, it could be argued that the history and tension underlying the relationship between Kotov and Mitia make that relationship the most important in the film. Indeed, a case could be made for the primacy of other relationships too (e.g. between Kotov and Stalin), provided this is appropriately argued and referenced.

Question number	Indicative content
10(a)	<p data-bbox="375 241 965 275">Кавказский пленник (Сергей Бодров)</p> <p data-bbox="375 275 1093 309">Students may refer to the following in their answers.</p> <p data-bbox="375 338 1348 439">Despite the fact that the primary subject matter in the film is war and the taking of hostages, and that Sasha dies at the end, there are many comical moments throughout.</p> <ul data-bbox="422 468 1364 1211" style="list-style-type: none"> <li data-bbox="422 468 1364 663">• The opening of the film could be considered comical, e.g. the doctor is eating while he examines the new recruits, the first time we see Vanya is naked from behind and when we first see the soldiers setting off, they are constantly joking among themselves. This is all interrupted by the ambush and capture of Vanya and Sasha. <li data-bbox="422 696 1364 891">• The relationship between Sasha and Vanya is often comical, e.g. Sasha continually forgets Vanya's name (although this is perhaps because he sees him as simply more cannon fodder for the war); the two discuss their sexual conquests and Vanya does not believe Sasha; the scene where the two of them get drunk and dance on the rooftop to the amusement of the Chechens. <li data-bbox="422 925 1364 1025">• The tension of the scene where Vanya is expected to wrestle is broken because he shouts loudly in the face of his opponent, which causes all those watching to laugh. <li data-bbox="422 1059 1364 1211">• Despite these comical moments in the film, the principal subject matter is the tragic impact of war on the proud Chechen community and on the Russians fighting them, e.g. the murder of Abdul's son, the killing of Sasha and the doomed relationship between Vanya and Dina.

Question number	Indicative content
10(b)	<p data-bbox="411 241 1007 275">Кавказский пленник (Сергей Бодров)</p> <p data-bbox="411 275 1129 309">Students may refer to the following in their answers.</p> <p data-bbox="411 338 1358 432">Bodrov portrays the relationships between Chechens and Russians at several key points in the film, where we see the different worlds they inhabit.</p> <ul data-bbox="459 465 1377 1115" style="list-style-type: none"> <li data-bbox="459 465 1377 633">• Shortly after the capture of the prisoners, there is a scene where they first try to escape by hitting Hasan on the head. We see contempt between the Chechen capturers, (e.g. Dina says that the prisoners have 'pig's' blood') and the Russian prisoners (e.g. Sasha calls the Chechens 'dirty bastards'). <li data-bbox="459 667 1377 958">• We are shown some of the history of the animosity between Chechens and Russians in the scene where we find out why Hasan never speaks, e.g. we learn that Russians cut out Hasan's tongue when he was in prison in Siberia. We learn that Hasan loves to sing but cannot. Sasha treats this information lightly but encourages Hasan to hum. We also learn why another Chechen elder took a shot at Vanya and Sasha – because two of his sons died in the war and the third works for the Russian police. Sasha says, 'we are not too popular here'. <li data-bbox="459 992 1377 1115">• Bodrov portrays the collision between the world of those from the Chechen village and the world of the Russian-army guarded town, e.g. in the post office where Abdul does not know how to post a letter.

Question number	Indicative content
11(a)	<p>Левиафан (Андрей Звягинцев) Students may refer to the following in their answers.</p> <p>Life in small towns in modern Russia, and in particular in the town shown in the film, is shown to be difficult for ordinary people due to corruption in local government.</p> <ul style="list-style-type: none"> Local officials, and in particular the mayor Shelevyat, are depicted as corrupt and self-serving, e.g. Shelyevyat has had a court order issued for compulsory purchase of the land belonging to the film's main character, Kolya. At the start of the film, it is not clear why the mayor wants to buy the land, but at the end we discover it has been used to build a new church. This underlines the corrupt relationship between the Orthodox Church and local government in the town. Local institutions are shown as corrupt or ineffectual, e.g. the scenes in the courtroom where the judge reads the verdict in 'machine gun' style, almost as gibberish, show that the judicial system is operating for appearance sake rather than actual justice. When Kolya goes to the courtroom to lodge his appeal, it is mysteriously deserted and there is therefore no way for him to submit it officially. When he expresses his rage, he is imprisoned. Russian small-town bureaucracy is depicted almost as 19th-century writers, such as Gogol, did. Life is hard for the residents of the town due to a lack of opportunities and employment, e.g. Kolya's son Roma is negative about the future and wants to leave. Kolya's friend Dima who is now a lawyer in Moscow returns to help his friend but it is clear that he now leads a very different life in Moscow.

Question number	Indicative content
11(b)	<p>Левиафан (Андрей Звягинцев)</p> <p>Students may refer to the following in their answers.</p> <p>It could be argued that the relationship between Kolya and his son Roma in the film is not a happy one but that there are moments when we see that they do love each other.</p> <ul style="list-style-type: none"> • There are difficulties between Roma and Kolya because Roma finds it hard to accept Lilya, his father's second wife, as a stepmother, e.g. they argue at the start of the film while Kolya is collecting Dima from the station. Roma is disrespectful and rude towards Lilya. Later that day, Roma is again disrespectful towards Lilya and Kolya hits him. They argue but there is an underlying love in their relationship. • There are moments of camaraderie and tenderness between Kolya and Roma, e.g. when they both poke fun at Dima about his past. This shows that despite the difficulties and stresses that they are both under (for Kolya, the stress of the compulsory purchase of his land, and for Kolya, that of a young person in a Russian town with little to do), they both still have a strong father-son connection. • Roma's feeling of distrust towards Lilya increases as the film progresses and this leads to further breakdown in his relationship with his father, e.g. when Roma witnesses Lilya having sex with Dima, he tells Kolya and Lilya that he hates them both. He tells Kolya that he wants him to throw Lilya out. Kolya responds by hugging Roma and calming him.

Pearson Edexcel Level 3 GCE

Russian

Advanced

Paper 3: Speaking

General instructions to the teacher-examiner

Sample assessment material for first teaching
September 2017

**Time: 21 to 23 minutes (total), which includes
5 minutes' preparation time**

Paper Reference

9RU0/03

You do not need any other materials.

- The examination consists of **two** tasks.
- The tasks must be conducted in consecutive order.
- Timing for the speaking assessment:
 - Task 1: 6 to 7 minutes (recommended)
 - Task 2: 10 to 11 minutes (recommended)
 - Total assessment time: 21 to 23 minutes, (16 to 18 minutes of speaking plus 5 minutes' preparation time for Task 1).

Recommended timings have been given for each task to enable the candidate to complete each one in sufficient time to access the full range of assessment criteria for both tasks.

- The preparation time for Task 1 **must** be supervised. It must take place outside of the room with an invigilator. The preparation time must be immediately before the examination time.
- Candidates can make notes of up to a maximum of one side of A4 paper in the preparation time.
- Candidates may refer to their notes during the assessment.
- Candidates must **not** write on the stimulus.
- Candidates must **not** have access to a dictionary, or any other resource, including a mobile phone, during the preparation and examination time.
- Candidates must return their notes and the stimulus at the end of the assessment.
- Any notes made during the preparation time must be kept by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.
- It is your responsibility to cover all parts of each task to ensure that the candidate has the opportunity to access all parts of the marking criteria.
- It is the invigilator's responsibility to inform candidates of the two sub-themes from which they can make their choice, and for giving them the correct stimulus card based on that choice.

Turn over ►

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Task 1 (discussion on a Theme)

- Task 1 is recommended to last from 6 to 7 minutes.
- The candidate is provided with a choice of two cards on two different sub-themes following the sequence outlined by Pearson (see sequencing grid overleaf).
- The choice of sub-themes is told to the candidate in English by the invigilator immediately before the start of the preparation time, using the wording for the sub-themes provided on the randomisation grid, for example You may choose *'Environment'* or *'Holidays, Festivals and Traditions'*.
- The candidate must not see the contents of either card until they have chosen the sub-theme, after which they will be given one of the cards.
- The preparation time must begin immediately after the candidate receives the card.

Task 1 part 1

You must:

- ask the candidate which statement they have chosen
- ask the two compulsory questions relating to the statement (A or B) chosen by the candidate. Questions may be repeated but rephrasing is not allowed
- develop the discussion by asking appropriate follow-up questions relating to the subject matter on the stimulus card.

Task 1 part 2

You must now broaden the discussion to cover other aspects of the overall Theme.

Optional generic questions are provided by Pearson (see below). These questions are a guide to the questions that you should ask in order to enable the candidate to meet the assessment criteria, i.e. to elicit examples and information to demonstrate their knowledge and understanding of the cultural and social context and to analyse aspects of the Theme by developing and justifying arguments and forming conclusions.

Task 2 (presentation and discussion on candidate's independent research project)

It is recommended that Task 2 lasts from 10 to 11 minutes.

Task 2 part 1 (independent research presentation)

You must allow the candidate to open with their presentation on written sources used as part of their research. This must not exceed 2 minutes. Candidates are allowed to refer to their RP3 form during the presentation.

Task 2 part 2 (discussion on independent research)

After 2 minutes, or at the end of the candidate's presentation if this is under 2 minutes, you must ask follow-up questions about the candidate's presentation and then begin a wider exploration of the research as a whole in order to elicit the candidate's understanding and analysis of the cultural and social context. You should use the key findings and list of sources on their copy of the RP3 form to help them formulate their own questions. Optional generic questions are provided by Pearson as a guide to the questions you should ask in order to enable the candidate to meet the assessment criteria, i.e. to elicit examples and information to demonstrate their knowledge and understanding of the cultural and social context and to analyse aspects of the Theme by developing and justifying arguments and forming conclusions.

Optional generic questions to promote discussion and to enable candidates to analyse aspects of the Theme (Task 1)/analyse their chosen subject of interest (Task 2):

- 'Приведите, пожалуйста, пример....'
- 'Почему вы говорите это?'
- 'Какие выводы можно сделать из....'
- 'Какие примеры можно привести, чтобы подтвердить эту точку зрения?'
- 'Почему важно...'
- 'Что означает....'

In both tasks, candidates are expected to ask questions that elicit opinions as part of the natural discourse and to confirm that their own points of view have been understood. Examples of questions that candidates may ask to achieve this are:

- 'Вы согласны со мной?'
- 'Разве неправильно подумать, что...?'
- 'Можно ли сказать, что...?'
- 'Что вы думаете о...?'
- 'Вы понимаете, что я хочу сказать?'

Candidates are also expected to take the lead in the discussions.

It is your responsibility to cover all parts of each task and ask appropriate questions to ensure that the candidate is able to access the maximum amount of marks available. In order to give students the maximum length of assessment time, you should contribute only brief opinions in response to the candidate's questions. The speaking assessment should last between 16 to 18 minutes

(plus 5 minutes' preparation time) and you must ensure that timings are followed. The timing of the assessment begins with the candidate's first utterance in relation to Task 1. Once the maximum stipulated assessment time has passed, you must bring the assessment to a natural end, allowing the candidate to complete a final sentence.

Sequence of stimulus cards for speaking examination: Task 1

To avoid duplication of stimuli, candidates must be given the cards in the sequence and combination prescribed below.

If you conduct more than 12 speaking examinations in a day (for example in the morning, afternoon and evening sessions), after the 12th candidate, start at the beginning of the sequence again.

If you have a break in the examination schedule (for example morning break, lunchtime), start the next candidate in next order of the sequence. For example, if candidate 4 conducted their examination before morning break, the next candidate after the morning break would be candidate 5.

If you are conducting examinations on more than one day, start each new day at the beginning of the sequence.

CANDIDATE	STIMULUS CARD - TASK 1
Candidate 1	Card 1 or 12
Candidate 2	Card 6 or 7
Candidate 3	Card 3 or 4
Candidate 4	Card 9 or 10
Candidate 5	Card 8 or 12
Candidate 6	Card 2 or 5
Candidate 7	Card 1 or 5
Candidate 8	Card 7 or 11
Candidate 9	Card 4 or 9
Candidate 10	Card 3 or 10
Candidate 11	Card 6 or 8
Candidate 12	Card 2 or 12

Key to AL task 1 cards for invigilator

STIMULUS CARD	SUB-THEME (IN ENGLISH)
1	The lives of young Russians
2	Education
3	World of work
4	Media
5	Popular culture
6	Holidays, festivals and traditions
7	Population change
8	Social issues
9	Environment
10	Perestroika
11	Glasnost'
12	1991

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Pearson Edexcel Level 3 GCE

Russian

Advanced

Paper 3: Speaking

Instructions to the candidate

Sample assessment material for first teaching
September 2017

**Time: 21 to 23 minutes (total), which includes
5 minutes' preparation time**

Paper Reference

9RU0/03

You do not need any other materials.

Instructions

- The examination is made up of **two** tasks.
- You must take the lead in the discussion, elicit the teacher-examiner's point of view and check for understanding at appropriate moments.
- You must **not** use dictionaries or other resources at any time.

Task 1

- Read the two statements (A + B) in this stimulus and select one for a discussion with your teacher-examiner.
- During the preparation time you may make notes on up to a maximum of one side of A4 paper.
- You must **not** write on the stimulus card.
- You have approximately 6 to 7 minutes' discussion time for Task 1.
- You must:
 - tell the teacher-examiner which statement you have chosen
 - answer the **two** questions posed by the teacher-examiner
 - answer follow-up questions on the broader Theme.

Task 2

- Task 2 lasts approximately 10 to 11 minutes.
- You must begin by giving a presentation referring to at least two of the written sources you have used as part of your research. This may last up to a maximum of 2 minutes.
- The teacher-examiner will ask you follow up questions based on your presentation.
- You will then take part in a broader discussion with the teacher-examiner based on your research as a whole.

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Task 1

Тема: Развитие российского общества

Жизнь российской молодёжи

Выберите **ОДНО** из следующих утверждений (А или Б) и подготовьтесь к обсуждению обсуждениюэтой темы.

А Молодые люди в России хотят быть здоровыми.

Подготовьтесь к обсуждению обсуждениюследующего:

- Молодые люди в России хотят быть здоровыми.
- Российские власти поддерживают тех, кто хочет быть здоровым.

Б Молодые люди в России не интересуются здоровьем.

Подготовьтесь к обсуждению обсуждениюследующего:

- Молодые люди в России не интересуются здоровьем.
- Самая актуальная проблема здоровья среди молодёжи Российской Федерации.

Pearson Edexcel Level 3 GCE

Russian

Advanced

Paper 3: Speaking

Instructions to the candidate

Sample assessment material for first teaching
September 2017

**Time: 21 to 23 minutes (total), which includes
5 minutes' preparation time**

Paper Reference

9RU0/03

You do not need any other materials.

Instructions

- The examination is made up of **two** tasks.
- You must take the lead in the discussion, elicit the teacher-examiner's point of view and check for understanding at appropriate moments.
- You must **not** use dictionaries or other resources at any time.

Task 1

- Read the two statements (A + B) in this stimulus and select one for a discussion with your teacher-examiner.
- During the preparation time you may make notes on up to a maximum of one side of A4 paper.
- You must **not** write on the stimulus card.
- You have approximately 6 to 7 minutes' discussion time for Task 1.
- You must:
 - tell the teacher-examiner which statement you have chosen
 - answer the **two** questions posed by the teacher-examiner
 - answer follow-up questions on the broader Theme.

Task 2

- Task 2 lasts approximately 10 to 11 minutes.
- You must begin by giving a presentation referring to at least two of the written sources you have used as part of your research. This may last up to a maximum of 2 minutes.
- The teacher-examiner will ask you follow up questions based on your presentation.
- You will then take part in a broader discussion with the teacher-examiner based on your research as a whole.

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STIMULUS RU2

Task 1

Тема: Развитие российского общества

Образование

Выберите **ОДНО** из следующих утверждений (А или Б) и подготовьтесь к обсуждению этой темы.

А В России лучше всего учиться в школе с углублённым изучением иностранных языков.

Подготовьтесь к обсуждению следующего:

- В России лучше учиться в школе с углублённым изучением иностранных языков.
- Что такое сбалансированный учебный план в школе в России.

Б В России существует хороший выбор школ для учеников.

Подготовьтесь к обсуждению следующего:

- Существует хороший выбор школ для учеников в России.
- Школа, в которой лучше всего учиться в России.

Pearson Edexcel Level 3 GCE

Russian

Advanced

Paper 3: Speaking

Instructions to the candidate

Sample assessment material for first teaching
September 2017

**Time: 21 to 23 minutes (total), which includes
5 minutes' preparation time**

Paper Reference

9RU0/03

You do not need any other materials.

Instructions

- The examination is made up of **two** tasks.
- You must take the lead in the discussion, elicit the teacher-examiner's point of view and check for understanding at appropriate moments.
- You must **not** use dictionaries or other resources at any time.

Task 1

- Read the two statements (A + B) in this stimulus and select one for a discussion with your teacher-examiner.
- During the preparation time you may make notes on up to a maximum of one side of A4 paper.
- You must **not** write on the stimulus card.
- You have approximately 6 to 7 minutes' discussion time for Task 1.
- You must:
 - tell the teacher-examiner which statement you have chosen
 - answer the **two** questions posed by the teacher-examiner
 - answer follow-up questions on the broader Theme.

Task 2

- Task 2 lasts approximately 10 to 11 minutes.
- You must begin by giving a presentation referring to at least two of the written sources you have used as part of your research. This may last up to a maximum of 2 minutes.
- The teacher-examiner will ask you follow up questions based on your presentation.
- You will then take part in a broader discussion with the teacher-examiner based on your research as a whole.

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Task 1

Тема: Развитие российского общества

Мир труда

Выберите **ОДНО** из следующих утверждений (А или Б) и подготовьтесь к обсуждению этой темы.

А Чтобы найти хорошую работу в России нужно учиться в университете.

Подготовьтесь к обсуждению следующего:

- Нужно ли учиться в университете, чтобы найти хорошую работу в России.
- Что делает российское государство, чтобы помогать молодым людям найти работу.

Б Чтобы найти хорошую работу в России нужно знать иностранный язык.

Подготовьтесь к обсуждению следующего:

- Нужно ли знать иностранный язык, чтобы найти хорошую работу в России.
- Как лучше найти хорошую работу в России.

Pearson Edexcel Level 3 GCE

Russian

Advanced

Paper 3: Speaking

Instructions to the candidate

Sample assessment material for first teaching
September 2017

**Time: 21 to 23 minutes (total), which includes
5 minutes' preparation time**

Paper Reference

9RU0/03

You do not need any other materials.

Instructions

- The examination is made up of **two** tasks.
- You must take the lead in the discussion, elicit the teacher-examiner's point of view and check for understanding at appropriate moments.
- You must **not** use dictionaries or other resources at any time.

Task 1

- Read the two statements (A + B) in this stimulus and select one for a discussion with your teacher-examiner.
- During the preparation time you may make notes on up to a maximum of one side of A4 paper.
- You must **not** write on the stimulus card.
- You have approximately 6 to 7 minutes' discussion time for Task 1.
- You must:
 - tell the teacher-examiner which statement you have chosen
 - answer the **two** questions posed by the teacher-examiner
 - answer follow-up questions on the broader Theme.

Task 2

- Task 2 lasts approximately 10 to 11 minutes.
- You must begin by giving a presentation referring to at least two of the written sources you have used as part of your research. This may last up to a maximum of 2 minutes.
- The teacher-examiner will ask you follow up questions based on your presentation.
- You will then take part in a broader discussion with the teacher-examiner based on your research as a whole.

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Task 1

Тема: Политическая и художественная культура в русскоязычном мире

Средства массовой информации

Выберите **ОДНО** из следующих утверждений (А или Б) и подготовьтесь к обсуждению этой темы, упоминая по крайней мере одну/одно из русскоязычных стран / сообществ, которые вы изучали.

А Газеты – популярные русскоязычные СМИ.

Подготовьтесь к обсуждению следующего:

- Мнение русскоязычных людей о газетах.
- Газеты – необходимая часть русскоязычных СМИ.

Б Лет через двадцать не будет русскоязычных газет.

Подготовьтесь к обсуждению следующего:

- Будущее русскоязычных газет.
- Популярность других русскоязычных СМИ.

Pearson Edexcel Level 3 GCE

Russian

Advanced

Paper 3: Speaking

Instructions to the candidate

Sample assessment material for first teaching
September 2017

**Time: 21 to 23 minutes (total), which includes
5 minutes' preparation time**

Paper Reference

9RU0/03

You do not need any other materials.

Instructions

- The examination is made up of **two** tasks.
- You must take the lead in the discussion, elicit the teacher-examiner's point of view and check for understanding at appropriate moments.
- You must **not** use dictionaries or other resources at any time.

Task 1

- Read the two statements (A + B) in this stimulus and select one for a discussion with your teacher-examiner.
- During the preparation time you may make notes on up to a maximum of one side of A4 paper.
- You must **not** write on the stimulus card.
- You have approximately 6 to 7 minutes' discussion time for Task 1.
- You must:
 - tell the teacher-examiner which statement you have chosen
 - answer the **two** questions posed by the teacher-examiner
 - answer follow-up questions on the broader Theme.

Task 2

- Task 2 lasts approximately 10 to 11 minutes.
- You must begin by giving a presentation referring to at least two of the written sources you have used as part of your research. This may last up to a maximum of 2 minutes.
- The teacher-examiner will ask you follow up questions based on your presentation.
- You will then take part in a broader discussion with the teacher-examiner based on your research as a whole.

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STIMULUS RU5

Task 1

Тема: Политическая и художественная культура в русскоязычном мире

Массовая культура

Выберите **ОДНО** из следующих утверждений (А или Б) и подготовьтесь к обсуждению этой темы, упоминая по крайней мере одну/одно из русскоязычных стран / сообществ, которые вы изучали:

А Выражение русскоязычной культуры в поп-музыке.

Подготовьтесь к обсуждению следующего:

- Выражение русскоязычной культуры в поп-музыке.
- Что ещё выражается в русскоязычной поп-музыке.

Б Русскоязычная поп-музыка похожа на поп-музыку западных стран.

Подготовьтесь к обсуждению следующего:

- Связи между русскоязычной поп-музыкой и поп-музыкой западных стран.
- Роль русскоязычной поп-музыки в политике.

Pearson Edexcel Level 3 GCE

Russian

Advanced

Paper 3: Speaking

Instructions to the candidate

Sample assessment material for first teaching
September 2017

**Time: 21 to 23 minutes (total), which includes
5 minutes' preparation time**

Paper Reference

9RU0/03

You do not need any other materials.

Instructions

- The examination is made up of **two** tasks.
- You must take the lead in the discussion, elicit the teacher-examiner's point of view and check for understanding at appropriate moments.
- You must **not** use dictionaries or other resources at any time.

Task 1

- Read the two statements (A + B) in this stimulus and select one for a discussion with your teacher-examiner.
- During the preparation time you may make notes on up to a maximum of one side of A4 paper.
- You must **not** write on the stimulus card.
- You have approximately 6 to 7 minutes' discussion time for Task 1.
- You must:
 - tell the teacher-examiner which statement you have chosen
 - answer the **two** questions posed by the teacher-examiner
 - answer follow-up questions on the broader Theme.

Task 2

- Task 2 lasts approximately 10 to 11 minutes.
- You must begin by giving a presentation referring to at least two of the written sources you have used as part of your research. This may last up to a maximum of 2 minutes.
- The teacher-examiner will ask you follow up questions based on your presentation.
- You will then take part in a broader discussion with the teacher-examiner based on your research as a whole.

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Task 1

Тема: Политическая и художественная культура в русскоязычном мире

Праздники, фестивали и традиции

Выберите **ОДНО** из следующих утверждений (А или Б) и подготовьтесь к обсуждению этой темы, упоминая по крайней мере одну/одно из русскоязычных стран / сообществ, которые вы изучали:

А Международный женский день (8 марта) является важным русскоязычным праздником.

Подготовьтесь к обсуждению следующего:

- Международный женский день является важным русскоязычным праздником.
- Один другой русскоязычный праздник.

Б Международный женский день (8 марта) — старомодный праздник.

Подготовьтесь к обсуждению следующего:

- Международный женский день — старомодный праздник.
- Роль других русскоязычных праздников.

Pearson Edexcel Level 3 GCE

Russian

Advanced

Paper 3: Speaking

Instructions to the candidate

Sample assessment material for first teaching
September 2017

**Time: 21 to 23 minutes (total), which includes
5 minutes' preparation time**

Paper Reference

9RU0/03

You do not need any other materials.

Instructions

- The examination is made up of **two** tasks.
- You must take the lead in the discussion, elicit the teacher-examiner's point of view and check for understanding at appropriate moments.
- You must **not** use dictionaries or other resources at any time.

Task 1

- Read the two statements (A + B) in this stimulus and select one for a discussion with your teacher-examiner.
- During the preparation time you may make notes on up to a maximum of one side of A4 paper.
- You must **not** write on the stimulus card.
- You have approximately 6 to 7 minutes' discussion time for Task 1.
- You must:
 - tell the teacher-examiner which statement you have chosen
 - answer the **two** questions posed by the teacher-examiner
 - answer follow-up questions on the broader Theme.

Task 2

- Task 2 lasts approximately 10 to 11 minutes.
- You must begin by giving a presentation referring to at least two of the written sources you have used as part of your research. This may last up to a maximum of 2 minutes.
- The teacher-examiner will ask you follow up questions based on your presentation.
- You will then take part in a broader discussion with the teacher-examiner based on your research as a whole.

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Task 1

Тема: Москва или Санкт-Петербург – Изменения в жизни большого российского города

Изменения населения

Выберите **ОДНО** из следующих утверждений (А или Б) и подготовьтесь к обсуждению этой темы.

А В России лучше всего жить в центре большого города (Москвы или Санкт-Петербурга).

Подготовьтесь к обсуждению следующего:

- В России лучше всего жить в центре большого города, который вы изучали
- Сравнение жизни в центре и в пригороде большого города России, который вы изучали.

Б Россияне предпочитают жить в пригороде большого города (Москвы или Санкт-Петербурга).

Подготовьтесь к обсуждению следующего:

- Россияне предпочитают жить в пригороде большого города России, который вы изучали.
- Недостатки жизни в пригороде большого города России, который вы изучали.

Pearson Edexcel Level 3 GCE

Russian

Advanced

Paper 3: Speaking

Instructions to the candidate

Sample assessment material for first teaching
September 2017

**Time: 21 to 23 minutes (total), which includes
5 minutes' preparation time**

Paper Reference

9RU0/03

You do not need any other materials.

Instructions

- The examination is made up of **two** tasks.
- You must take the lead in the discussion, elicit the teacher-examiner's point of view and check for understanding at appropriate moments.
- You must **not** use dictionaries or other resources at any time.

Task 1

- Read the two statements (A + B) in this stimulus and select one for a discussion with your teacher-examiner.
- During the preparation time you may make notes on up to a maximum of one side of A4 paper.
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- You have approximately 6 to 7 minutes' discussion time for Task 1.
- You must:
 - tell the teacher-examiner which statement you have chosen
 - answer the **two** questions posed by the teacher-examiner
 - answer follow-up questions on the broader Theme.

Task 2

- Task 2 lasts approximately 10 to 11 minutes.
- You must begin by giving a presentation referring to at least two of the written sources you have used as part of your research. This may last up to a maximum of 2 minutes.
- The teacher-examiner will ask you follow up questions based on your presentation.
- You will then take part in a broader discussion with the teacher-examiner based on your research as a whole.

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Task 1

Тема: Москва или Санкт-Петербург – Изменения в жизни большого российского города

Общественные проблемы

Выберите **ОДНО** из следующих утверждений (А или Б) и подготовьтесь к обсуждению этой темы.

А Власти в Москве или в Санкт-Петербурге поддерживают бездомных людей.

Подготовьтесь к обсуждению следующего:

- В большом городе России, который вы изучали, власти поддерживают бездомных людей.
- В большом городе России, который вы изучали, бездомность – большая проблема.

Б Уровень бездомности в Москве или в Санкт-Петербурге растёт

Подготовьтесь к обсуждению следующего:

- В большом городе России, который вы изучали, уровень бездомности растёт.
- Причины бездомности в большом городе России, который вы изучали.

Pearson Edexcel Level 3 GCE

Russian

Advanced

Paper 3: Speaking

Instructions to the candidate

Sample assessment material for first teaching
September 2017

**Time: 21 to 23 minutes (total), which includes
5 minutes' preparation time**

Paper Reference

9RU0/03

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Instructions

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Task 1

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- You will then take part in a broader discussion with the teacher-examiner based on your research as a whole.

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Task 1

Тема: Москва или Санкт-Петербург – Изменения в жизни большого российского города

Окружающая среда

Выберите **ОДНО** из следующих утверждений (А или Б) и подготовьтесь к обсуждению этой темы.

А Загрязнение – большая проблема в Москве или в Санкт-Петербурге.

Подготовьтесь к обсуждению следующего:

- Загрязнение — большая проблема в большом городе России, который вы изучали.
- Что делают власти, чтобы решить проблему загрязнения в большом городе России, который вы изучали.

Б В Москве или в Санкт-Петербурге улучшают систему общественного транспорта, чтобы решить проблему загрязнения.

Подготовьтесь к обсуждению следующего:

- В большом городе России, который вы изучали, улучшают систему общественного транспорта, чтобы решить проблему загрязнения.
- Большой российский город, который вы изучали, становится всё более экологически чистым.

Pearson Edexcel Level 3 GCE

Russian

Advanced

Paper 3: Speaking

Instructions to the candidate

Sample assessment material for first teaching
September 2017

**Time: 21 to 23 minutes (total), which includes
5 minutes' preparation time**

Paper Reference

9RU0/03

You do not need any other materials.

Instructions

- The examination is made up of **two** tasks.
- You must take the lead in the discussion, elicit the teacher-examiner's point of view and check for understanding at appropriate moments.
- You must **not** use dictionaries or other resources at any time.

Task 1

- Read the two statements (A + B) in this stimulus and select one for a discussion with your teacher-examiner.
- During the preparation time you may make notes on up to a maximum of one side of A4 paper.
- You must **not** write on the stimulus card.
- You have approximately 6 to 7 minutes' discussion time for Task 1.
- You must:
 - tell the teacher-examiner which statement you have chosen
 - answer the **two** questions posed by the teacher-examiner
 - answer follow-up questions on the broader Theme.

Task 2

- Task 2 lasts approximately 10 to 11 minutes.
- You must begin by giving a presentation referring to at least two of the written sources you have used as part of your research. This may last up to a maximum of 2 minutes.
- The teacher-examiner will ask you follow up questions based on your presentation.
- You will then take part in a broader discussion with the teacher-examiner based on your research as a whole.

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Task 1

Тема: Последние годы СССР – М. С. Горбачёв (1985-1991)

Перестройка

Выберите **ОДНО** из следующих утверждений (А или Б) и подготовьтесь к обсуждению этой темы.

А Советские граждане положительно реагировали на перестройку.

Подготовьтесь к обсуждению следующего:

- Советские граждане положительно реагировали на перестройку.
- Изменения в жизни советских граждан в первые годы перестройки.

Б Главная причина перестройки – слабая экономика.

Подготовьтесь к обсуждению следующего:

- Слабая экономика являлась главной причиной перестройки.
- В результате перестройки экономика СССР стала более сильной.

Pearson Edexcel Level 3 GCE

Russian

Advanced

Paper 3: Speaking

Instructions to the candidate

Sample assessment material for first teaching
September 2017

**Time: 21 to 23 minutes (total), which includes
5 minutes' preparation time**

Paper Reference

9RU0/03

You do not need any other materials.

Instructions

- The examination is made up of **two** tasks.
- You must take the lead in the discussion, elicit the teacher-examiner's point of view and check for understanding at appropriate moments.
- You must **not** use dictionaries or other resources at any time.

Task 1

- Read the two statements (A + B) in this stimulus and select one for a discussion with your teacher-examiner.
- During the preparation time you may make notes on up to a maximum of one side of A4 paper.
- You must **not** write on the stimulus card.
- You have approximately 6 to 7 minutes' discussion time for Task 1.
- You must:
 - tell the teacher-examiner which statement you have chosen
 - answer the **two** questions posed by the teacher-examiner
 - answer follow-up questions on the broader Theme.

Task 2

- Task 2 lasts approximately 10 to 11 minutes.
- You must begin by giving a presentation referring to at least two of the written sources you have used as part of your research. This may last up to a maximum of 2 minutes.
- The teacher-examiner will ask you follow up questions based on your presentation.
- You will then take part in a broader discussion with the teacher-examiner based on your research as a whole.

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Task 1

Тема: Последние годы СССР – М. С. Горбачёв (1985-1991)

Гласность

Выберите **ОДНО** из следующих утверждений (А или Б) и подготовьтесь к обсуждению этой темы.

А Многие советские граждане негативно реагировали на последствия гласности.

Подготовьтесь к обсуждению следующего:

- Реакция советских граждан на последствия гласности.
- Как изменилась жизнь советских граждан в период гласности.

Б В результате гласности республики СССР стали более сильными.

Подготовьтесь к обсуждению следующего:

- Как изменились республики СССР в период гласности.
- Преимущества политики гласности для республик СССР.

Pearson Edexcel Level 3 GCE

Russian

Advanced

Paper 3: Speaking

Instructions to the candidate

Sample assessment material for first teaching
September 2017

**Time: 21 to 23 minutes (total), which includes
5 minutes' preparation time**

Paper Reference

9RU0/03

You do not need any other materials.

Instructions

- The examination is made up of **two** tasks.
- You must take the lead in the discussion, elicit the teacher-examiner's point of view and check for understanding at appropriate moments.
- You must **not** use dictionaries or other resources at any time.

Task 1

- Read the two statements (A + B) in this stimulus and select one for a discussion with your teacher-examiner.
- During the preparation time you may make notes on up to a maximum of one side of A4 paper.
- You must **not** write on the stimulus card.
- You have approximately 6 to 7 minutes' discussion time for Task 1.
- You must:
 - tell the teacher-examiner which statement you have chosen
 - answer the **two** questions posed by the teacher-examiner
 - answer follow-up questions on the broader Theme.

Task 2

- Task 2 lasts approximately 10 to 11 minutes.
- You must begin by giving a presentation referring to at least two of the written sources you have used as part of your research. This may last up to a maximum of 2 minutes.
- The teacher-examiner will ask you follow up questions based on your presentation.
- You will then take part in a broader discussion with the teacher-examiner based on your research as a whole.

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STIMULUS RU12

Task 1

Тема: Последние годы СССР – М. С. Горбачёв (1985-1991)

1991 год

Выберите **ОДНО** из следующих утверждений (А или Б) и подготовьтесь к обсуждению этой темы.

А К началу 1991 года СССР стал нестабильным государством.

Подготовьтесь к обсуждению следующего:

- К началу 1991 года СССР стал нестабильным государством.
- Самая большая проблема в СССР в начале 1991 года.

Б Распад СССР был результатом политики М. С. Горбачёва.

Подготовьтесь к обсуждению следующего:

- Распад СССР был результатом политики М. С. Горбачёва.
- Самое важное последствие распада СССР.

Pearson Edexcel Level 3 GCE

Russian

Advanced

Paper 3: Speaking

Instructions to the teacher-examiner

Sample assessment material for first teaching
September 2017

**Time: 21 to 23 minutes (total), which includes
5 minutes' preparation time**

Paper Reference

9RU0/03

You do not need any other materials.

Instructions

- Task 1 lasts approximately 6 to 7 minutes.
- You must open the examination by asking the candidate which of the statements (A or B) they have chosen.
- You must then ask the two compulsory questions relating to the statement that the candidate has chosen (A or B) as they are presented. Questions may be repeated but rephrasing is not allowed.
- Candidates must not read out whole, prepared sentences in answer to questions.
- You must then broaden the discussion to cover other aspects of the overall Theme.
- You should then proceed to Task 2 (presentation and discussion on the candidate's independent research project), following the guidelines as outlined in the 'General instructions to the teacher-examiner' document.

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Task 1

Тема: Развитие российского общества

Жизнь российской молодёжи

В правильном порядке задайте **ДВА** вопроса, соответствующие выбранной студентом теме.

А Молодые люди в России хотят быть здоровыми.

Compulsory teacher-examiner questions:

1. По-вашему, хотят ли молодые люди в России быть здоровыми?
2. Думаете ли вы, что российские власти поддерживают тех, кто хочет быть здоровым?

Б Молодые люди в России не интересуются здоровьем.

Compulsory teacher-examiner questions:

1. По-вашему, интересуются ли здоровьем молодые люди в России?
2. Рассмотрите самую актуальную проблему здоровья среди молодёжи Российской Федерации.

Pearson Edexcel Level 3 GCE

Russian

Advanced

Paper 3: Speaking

Instructions to the teacher-examiner

Sample assessment material for first teaching
September 2017

**Time: 21 to 23 minutes (total), which includes
5 minutes' preparation time**

Paper Reference

9RU0/03

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Instructions

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- You must then broaden the discussion to cover other aspects of the overall Theme.
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Task 1

Тема: Развитие российского общества

Образование

В правильном порядке задайте **ДВА** вопроса, соответствующие выбранной студентом теме.

А В России лучше всего учиться в школе с углублённым изучением иностранных языков.

Compulsory teacher-examiner questions:

1. Считаете ли вы, что в России лучше всего учиться в школе с углублённым изучением иностранных языков?
2. Рассмотрите, что такое сбалансированный учебный план в средней школе в современной России.

Б В России существует хороший выбор школ для учеников.

Compulsory teacher-examiner questions:

1. Считаете ли вы, что существует хороший выбор школ для учеников в России?
2. По-вашему, в какой школе лучше всего учиться в России?

Pearson Edexcel Level 3 GCE

Russian

Advanced

Paper 3: Speaking

Instructions to the teacher-examiner

Sample assessment material for first teaching
September 2017

**Time: 21 to 23 minutes (total), which includes
5 minutes' preparation time**

Paper Reference

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You do not need any other materials.

Instructions

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- You must open the examination by asking the candidate which of the statements (A or B) they have chosen.
- You must then ask the two compulsory questions relating to the statement that the candidate has chosen (A or B) as they are presented. Questions may be repeated but rephrasing is not allowed.
- Candidates must not read out whole, prepared sentences in answer to questions.
- You must then broaden the discussion to cover other aspects of the overall Theme.
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Task 1

Тема: Развитие российского общества

Мир труда

В правильном порядке задайте **ДВА** вопроса, соответствующие выбранной студентом теме.

А Чтобы найти хорошую работу в России нужно учиться в университете.

Compulsory teacher-examiner questions:

1. Считаете ли вы, что нужно учиться в университете, чтобы найти хорошую работу в России?
2. Рассмотрите, что российское государство делает, чтобы помочь молодым людям найти работу.

Б Чтобы найти хорошую работу в России, нужно знать иностранный язык.

Compulsory teacher-examiner questions:

1. Считаете ли вы, что нужно знать иностранный язык, чтобы найти хорошую работу в России?
2. Судя по тому, что вы узнали, как лучше найти хорошую работу в России?

Pearson Edexcel Level 3 GCE

Russian

Advanced

Paper 3: Speaking

Instructions to the teacher-examiner

Sample assessment material for first teaching
September 2017

**Time: 21 to 23 minutes (total), which includes
5 minutes' preparation time**

Paper Reference

9RU0/03

You do not need any other materials.

Instructions

- Task 1 lasts approximately 6 to 7 minutes.
- You must open the examination by asking the candidate which of the statements (A or B) they have chosen.
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- Candidates must not read out whole, prepared sentences in answer to questions.
- You must then broaden the discussion to cover other aspects of the overall Theme.
- You should then proceed to Task 2 (presentation and discussion on the candidate's independent research project), following the guidelines as outlined in the 'General instructions to the teacher-examiner' document.

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Task 1

Тема: Политическая и художественная культура в русскоязычном мире

Средства массовой информации

В правильном порядке задайте **ДВА** вопроса, соответствующие выбранной студентом теме.

А Газеты — популярные русскоязычные СМИ.

Compulsory teacher-examiner questions:

1. Что влияет на мнение русскоязычных людей о газетах?
2. Считаете ли вы, что газеты — необходимая часть русскоязычных СМИ?

Б Лет через двадцать не будет русскоязычных газет.

Compulsory teacher-examiner questions:

1. Считаете ли вы, что есть будущее для русскоязычных газет?
2. По каким причинам популярны другие русскоязычные СМИ?

Pearson Edexcel Level 3 GCE

Russian

Advanced

Paper 3: Speaking

Instructions to the teacher-examiner

Sample assessment material for first teaching
September 2017

**Time: 21 to 23 minutes (total), which includes
5 minutes' preparation time**

Paper Reference

9RU0/03

You do not need any other materials.

Instructions

- Task 1 lasts approximately 6 to 7 minutes.
- You must open the examination by asking the candidate which of the statements (A or B) they have chosen.
- You must then ask the two compulsory questions relating to the statement that the candidate has chosen (A or B) as they are presented. Questions may be repeated but rephrasing is not allowed.
- Candidates must not read out whole, prepared sentences in answer to questions.
- You must then broaden the discussion to cover other aspects of the overall Theme.
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STIMULUS RU5

Task 1

Тема: Политическая и художественная культура в русскоязычном мире

Массовая культура

В правильном порядке задайте **ДВА** вопроса, соответствующие выбранной студентом теме.

А Выражение русскоязычной культуры в поп-музыке.

Compulsory teacher-examiner questions:

1. На ваш взгляд, до какой степени выражается русскоязычная культура в российской поп-музыке?
2. По-вашему, что ещё выражается в русскоязычной поп-музыке?

Б Русскоязычная поп-музыка похожа на поп-музыку западных стран.

Compulsory teacher-examiner questions:

1. По-вашему, существуют ли связи между русскоязычной поп-музыкой и поп-музыкой западных стран?
2. Считаете ли вы, что русскоязычная поп-музыка играет роль в политике?

Pearson Edexcel Level 3 GCE

Russian

Advanced

Paper 3: Speaking

Instructions to the teacher-examiner

Sample assessment material for first teaching
September 2017

**Time: 21 to 23 minutes (total), which includes
5 minutes' preparation time**

Paper Reference

9RU0/03

You do not need any other materials.

Instructions

- Task 1 lasts approximately 6 to 7 minutes.
- You must open the examination by asking the candidate which of the statements (A or B) they have chosen.
- You must then ask the two compulsory questions relating to the statement that the candidate has chosen (A or B) as they are presented. Questions may be repeated but rephrasing is not allowed.
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Task 1

Тема: Политическая и художественная культура в русскоязычном мире

Праздники, фестивали и традиции

В правильном порядке задайте **ДВА** вопроса, соответствующие выбранной студентом теме.

А Международный женский день (8 марта) является важным русскоязычным праздником.

Compulsory teacher-examiner questions:

1. По мнению русскоязычных людей, является ли Международный женский день важным праздником?
2. Рассмотрите значение одного другого русскоязычного праздника.

Б Международный женский день (8 марта) – старомодный праздник.

Compulsory teacher-examiner questions:

1. На ваш взгляд, до какой степени русскоязычные люди считают Международный женский день старомодным праздником?
2. По-вашему, какую роль играют другие русскоязычные праздники?

Pearson Edexcel Level 3 GCE

Russian

Advanced

Paper 3: Speaking

Instructions to the teacher-examiner

Sample assessment material for first teaching
September 2017

**Time: 21 to 23 minutes (total), which includes
5 minutes' preparation time**

Paper Reference

9RU0/03

You do not need any other materials.

Instructions

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Task 1

Тема: Москва или Санкт-Петербург – Изменения в жизни большого российского города

Изменения населения

В правильном порядке задайте **ДВА** вопроса, соответствующие выбранной студентом теме.

А В России лучше всего жить в центре большого города (Москвы или Санкт-Петербурга).

Compulsory teacher-examiner questions:

1. Думаете ли вы, что в России лучше всего жить в центре большого города, который вы изучали?
2. Сравните жизнь в центре и в пригороде большого города России, который вы изучали.

Б Россияне предпочитают жить в пригороде большого города (Москвы или Санкт-Петербурга).

Compulsory teacher-examiner questions:

1. Предпочитают ли россияне жить в пригороде большого города России, который вы изучали?
2. Рассмотрите недостатки жизни в пригороде большого города России, который вы изучали.

Pearson Edexcel Level 3 GCE

Russian

Advanced

Paper 3: Speaking

Instructions to the teacher-examiner

Sample assessment material for first teaching
September 2017

**Time: 21 to 23 minutes (total), which includes
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Paper Reference

9RU0/03

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Instructions

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Task 1

Тема: Москва или Санкт-Петербург – Изменения в жизни большого российского города

Общественные проблемы

В правильном порядке задайте **ДВА** вопроса, соответствующие выбранной студентом теме.

А Власти в Москве или в Санкт-Петербурге поддерживают бездомных людей.

Compulsory teacher-examiner questions:

1. Считаете ли вы, что в большом городе России, который вы изучали, власти поддерживают бездомных людей?
2. По-вашему, в большом городе России, который вы изучали бездомность – большая проблема?

Б Уровень бездомности в Москве или в Санкт-Петербурге растёт

Compulsory teacher-examiner questions:

1. Считаете ли вы, что в большом городе России, который вы изучали, уровень бездомности растёт?
2. Судя по тому, что вы узнали, почему существует бездомность в большом городе России, который вы изучали?

Pearson Edexcel Level 3 GCE

Russian

Advanced

Paper 3: Speaking

Instructions to the teacher-examiner

Sample assessment material for first teaching
September 2017

**Time: 21 to 23 minutes (total), which includes
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Paper Reference

9RU0/03

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Task 1

Тема: Москва или Санкт-Петербург – Изменения в жизни большого российского города

Окружающая среда

В правильном порядке задайте **ДВА** вопроса, соответствующие выбранной студентом теме.

А Загрязнение – большая проблема в Москве или в Санкт-Петербурге.

Compulsory teacher-examiner questions:

1. По-вашему, загрязнение – большая проблема в большом российском городе, который вы изучали?
2. Судя по тому, что вы узнали, что делают власти, чтобы решить проблему загрязнения в большом российском городе, который вы изучали?

Б В Москве или в Санкт-Петербурге улучшают систему общественного транспорта, чтобы решить проблему загрязнения.

Compulsory teacher-examiner questions:

1. По-вашему, как улучшают систему общественного транспорта, чтобы решить проблему загрязнения в большом российском городе, который вы изучали?
2. Думаете ли вы, что большой российский город, который вы изучали, становится всё более экологически чистым?

Pearson Edexcel Level 3 GCE

Russian

Advanced

Paper 3: Speaking

Instructions to the teacher-examiner

Sample assessment material for first teaching
September 2017

**Time: 21 to 23 minutes (total), which includes
5 minutes' preparation time**

Paper Reference

9RU0/03

You do not need any other materials.

Instructions

- Task 1 lasts approximately 6 to 7 minutes.
- You must open the examination by asking the candidate which of the statements (A or B) they have chosen.
- You must then ask the two compulsory questions relating to the statement that the candidate has chosen (A or B) as they are presented. Questions may be repeated but rephrasing is not allowed.
- Candidates must not read out whole, prepared sentences in answer to questions.
- You must then broaden the discussion to cover other aspects of the overall Theme.
- You should then proceed to Task 2 (presentation and discussion on the candidate's independent research project), following the guidelines as outlined in the 'General instructions to the teacher-examiner' document.

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Task 1

Тема: Последние годы СССР – М. С. Горбачёв (1985-1991)

Перестройка

В правильном порядке задайте **ДВА** вопроса, соответствующие выбранной студентом теме.

А Советские граждане положительно реагировали на перестройку.

Compulsory teacher-examiner questions:

1. Считаете ли вы, что советские граждане положительно реагировали на перестройку?
2. Судя по тому, что вы узнали, как изменилась жизнь советских граждан в первые годы перестройки?

Б Главная причина перестройки – слабая экономика.

Compulsory teacher-examiner questions:

1. Думаете ли вы, что слабая экономика являлась главной причиной перестройки?
2. Судя по тому, что вы узнали, стала ли экономика СССР более сильной в результате перестройки?

Pearson Edexcel Level 3 GCE

Russian

Advanced

Paper 3: Speaking

Instructions to the teacher-examiner

Sample assessment material for first teaching
September 2017

**Time: 21 to 23 minutes (total), which includes
5 minutes' preparation time**

Paper Reference

9RU0/03

You do not need any other materials.

Instructions

- Task 1 lasts approximately 6 to 7 minutes.
- You must open the examination by asking the candidate which of the statements (A or B) they have chosen.
- You must then ask the two compulsory questions relating to the statement that the candidate has chosen (A or B) as they are presented. Questions may be repeated but rephrasing is not allowed.
- Candidates must not read out whole, prepared sentences in answer to questions.
- You must then broaden the discussion to cover other aspects of the overall Theme.
- You should then proceed to Task 2 (presentation and discussion on the candidate's independent research project), following the guidelines as outlined in the 'General instructions to the teacher-examiner' document.

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Task 1

Тема: Последние годы СССР – М. С. Горбачёв (1985-1991)

Гласность

В правильном порядке задайте **ДВА** вопроса, соответствующие выбранной студентом теме.

А Многие советские граждане негативно реагировали на последствия гласности.

Compulsory teacher-examiner questions:

1. По-вашему, как реагировали советские граждане на последствия гласности?
2. Судя по тому, что вы узнали, как изменилась жизнь советских граждан в период гласности?

Б В результате гласности республики СССР стали более сильными.

Compulsory teacher-examiner questions:

1. На ваш взгляд, как изменились республики СССР в период гласности?
2. Рассмотрите преимущества политики гласности для республик СССР.

Pearson Edexcel Level 3 GCE

Russian

Advanced

Paper 3: Speaking

Instructions to the teacher-examiner

Sample assessment material for first teaching
September 2017

**Time: 21 to 23 minutes (total), which includes
5 minutes' preparation time**

Paper Reference

9RU0/03

You do not need any other materials.

Instructions

- Task 1 lasts approximately 6 to 7 minutes.
- You must open the examination by asking the candidate which of the statements (A or B) they have chosen.
- You must then ask the two compulsory questions relating to the statement that the candidate has chosen (A or B) as they are presented. Questions may be repeated but rephrasing is not allowed.
- Candidates must not read out whole, prepared sentences in answer to questions.
- You must then broaden the discussion to cover other aspects of the overall Theme.
- You should then proceed to Task 2 (presentation and discussion on the candidate's independent research project), following the guidelines as outlined in the 'General instructions to the teacher-examiner' document.

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Task 1

Тема: Последние годы СССР – М. С. Горбачёв (1985-1991)

1991 год

В правильном порядке задайте **ДВА** вопроса, соответствующие выбранной студентом теме.

А К началу 1991 года СССР стал нестабильным государством.

Compulsory teacher-examiner questions:

1. Думаете ли вы, что к началу 1991 года СССР стал нестабильным государством?
2. Судя по тому, что вы узнали, какая была самая большая проблема в СССР в начале 1991 года?

Б Распад СССР был результатом политики М. С. Горбачёва.

Compulsory teacher-examiner questions:

1. Считаете ли вы, что распад СССР был результатом политики М. С. Горбачёва?
2. Рассмотрите, какое, по-вашему мнению, самое важное последствие распада СССР.

Pearson Edexcel Level 3 Advanced GCE in Russian

Paper 3: Speaking mark scheme

This marking guidance is for the use of Pearson-appointed external examiners. The guidance has been included for teacher reference to aid understanding of how the assessment criteria will be applied.

For this paper, there are a number of levels-based mark schemes to be applied to each task.

General guidance for examiners on using levels-based mark schemes

Step 1 Decide on a band

- First of all, you should consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a band you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest or indeed has performed temporarily better. If the answer covers different aspects of different bands of the mark scheme, you should use a 'best fit' approach for defining the level. You should then use the variability of the response to help decide the mark within the band, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band. You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.
- You will modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

Guidance on timing of the speaking assessment

It is the teacher-examiner's (TE) responsibility to cover all parts of each task and ask appropriate questions to ensure that the candidate is able to access the maximum amount of marks available. The speaking assessment should last between 16 to 18 minutes in total and the TE must ensure that timings are followed. The timing of the assessment begins with the candidate's first utterance in relation to Task 1. Once the maximum stipulated assessment time has passed, the TE must bring the assessment to a natural end, allowing the candidate to complete a final sentence.

Examiners must **stop** marking at the end of the sentence once the maximum assessment time has passed, even if the recorded conversation has gone beyond the maximum time.

Task 1 (discussion on a theme)

Three mark grids are applied to Task 1:

- knowledge and understanding of society and culture (AO4)
- accuracy and range of language (AO3)
- interaction (AO1).

The knowledge and understanding of society and culture mark grid assesses students' ability to communicate information about, and demonstrate appreciation of, different aspects of **Russian-speaking** culture and society.

Students are also assessed on their ability to respond critically and analytically to different aspects of Russian-speaking culture and society by selecting relevant material, presenting and justifying points of view, developing arguments, drawing conclusions based on understanding and evaluating issues, themes and cultural and social contexts.

When deciding how to reward an answer, examiners should consult both this mark grid as well as the **AL speaking Task 1: indicative content** at the end of the mark scheme, which is associated with each question. Indicative content contains points that students might use to construct their answer. It is possible for an answer to be constructed without mentioning some or all of these points, as long as students provide alternative responses that fulfil the requirements of the question.

Knowledge and understanding of Russian-speaking society and culture (AO4)

Marks	Description
0	No rewardable material.
1–3	<ul style="list-style-type: none">Occasionally relevant, straightforward ideas, mostly generalised, occasionally supported by information/examples/references; frequent loss of focus on the Russian-speaking cultural and social context.Occasional evidence of analysis of the Russian-speaking cultural and social context; points of view are given with limited justification, arguments may be made but not developed, occasionally leading to straightforward conclusions that may be contradictory; mainly relies on description rather than analysis.
4–6	<ul style="list-style-type: none">Relevant, straightforward ideas sometimes supported by information/examples/references; some loss of focus on the Russian-speaking cultural and social context.Some analysis of the Russian-speaking cultural and social context is evident, with straightforward arguments and points of view, which are sometimes developed and justified, sometimes drawing straightforward conclusions; relies on description rather than analysis in places.
7–9	<ul style="list-style-type: none">Relevant, occasionally perceptive ideas frequently supported by pertinent information/examples/references; focus predominantly maintained on the Russian-speaking cultural and social context.Analysis of Russian-speaking cultural and social context demonstrated by frequently developed and justified arguments and viewpoints, often drawing convincing conclusions.
10–12	<ul style="list-style-type: none">Relevant, perceptive ideas consistently supported by pertinent information/examples/references; consistently focused on the Russian-speaking cultural and social context.Analysis of Russian-speaking cultural and social context demonstrated by consistently developed and justified arguments and viewpoints, drawing convincing conclusions.

Additional guidance

Perceptive: demonstrates an in-depth understanding by making connections between ideas and information; goes beyond the standard, predictable response; shows insight/originality.

Ideas include thoughts, feelings, impressions, opinions.

Straightforward ideas, arguments, conclusions, are deemed to be those that give the standard, predictable responses.

Task 1 (discussion on a theme (contd.))

Accuracy and range of language mark grid

This mark grid assesses students' ability to use a range of grammatical structures and vocabulary in order to produce articulate communication with a range of expression. It also assesses students' ability to apply grammar and syntax accurately and accuracy of pronunciation.

Accuracy and range of language (A03)

Marks	Description
0	No rewardable language.
1–3	<ul style="list-style-type: none">Limited variation in the use of grammatical structures and vocabulary, limited or repetitive use of complex and idiomatic language, occasional variation of expression; communication is sometimes restricted/stilted.Limited sequences of accurate language; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed.Pronunciation and intonation are inconsistent, leading to occasional impairment in communication.
4–6	<ul style="list-style-type: none">Some variation in the use of grammatical structures and vocabulary, with use of some repetitive complex and idiomatic language, resulting in some variation of expression; some sequences of articulate communication.Accurate sequences of language, resulting in some coherent speech; sometimes errors occur that hinder clarity of communication.Pronunciation and intonation are intelligible though sometimes inaccurate.
7–9	<ul style="list-style-type: none">Frequent variation in use of grammatical structures and vocabulary, including examples of complex and idiomatic language, resulting in frequent variation of expression and frequent sequences of articulate communication.Accurate language throughout most of the conversation, resulting in generally coherent speech; errors occur but rarely hinder clarity of communication.Pronunciation and intonation are intelligible and mostly accurate.
10–12	<ul style="list-style-type: none">Consistent variation in use of grammatical structures and vocabulary, including different types of complex structures and idiomatic language, expressing ideas in a variety of ways, resulting in articulate communication.Accurate language throughout, resulting in coherent speech that is immediately understandable; any errors do not hinder clarity of communication.Pronunciation and intonation are accurate, intelligible and authentic-sounding.

Additional guidance

Complex language is considered to include the following:

- using extended sentences to express abstract ideas/convey justified arguments that require a range of lexis and structures; for example, conjunctions and pronouns
- use of all cases, including nouns, adjectives and pronouns (singular and plural, regular and common irregular)
- use of comparative and superlative adjectives and adverbs (including common irregulars)
- use of common short form adjectives
- use of cardinal and ordinal numerals, including in oblique cases
- use of verbal aspects
- appropriate sequence of tenses in reported speech/indirect statements/indirect questions
- passive voice, including present active and past passive participles
- gerunds
- conditional mood
- verbs of wanting, commanding with *чтобы*, further uses of *бы* and *чтобы*
- compound conjunctions
- use of relative pronouns
- use of synonyms and a variety of expressions to say things in different ways
- any other grammar and structures included in the grammar list that are specific to A Level.

Variation in use of grammatical structures and vocabulary: the traits in the mark grid differentiate between the variation of grammatical structures and vocabulary used by students. Examiners should judge in which mark band to place students and which mark to award, based on the effect that the variety of grammatical structures and vocabulary has on the quality of the communication; the wider the variety, the more articulate the communication will become (see definition of *articulate* below).

Examples of a variety of grammatical structures and vocabulary are: a selection of different verbs, tenses, adjectives, vocabulary and complex language (see above for definition of *complex language*) for a variety of purposes, such as to present and justify points of view, develop arguments, draw conclusions based on understanding and evaluate issues.

Articulate: articulate communication is fluent, effective and coherent, as students control/manipulate the language to express with some ease what they want to say for a number of different purposes. If students are restricted by their language skills, they may not be able to express themselves for all purposes, for example to develop arguments.

Errors: students are not expected to produce perfect, error-free speech in order to access the top band. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, demonstratives, long form adjectives in place of short forms
- infrequent and isolated errors that do not distract the listener from the overall content of what is being said.

Errors that **hinder clarity**:

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood) or errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and possessives, mismatch of adjectives and nouns
- frequent errors hinder clarity, as they distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed**:

- errors that mean the listener cannot understand the message, for example он роботит (for они работают)
- errors that convey the wrong message, for example купит (for купить), тошно (for точно), чисто (for часто)
- errors that make it unclear who is doing the action, i.e. using the incorrect person of the verb
- mother-tongue interference.

NB: these are provided as examples only and do not constitute a finite list.

Task 1 (discussion on a theme (contd.))

Interaction mark grid

This mark grid assesses students' ability to interact with the examiner by giving relevant responses based on what they have heard, by initiating communication and eliciting points of view.

Interaction (AO1)

Marks	Description
0	No rewardable material.
1–2	<ul style="list-style-type: none">• Interacts with occasional spontaneity to some questions and statements but requires frequent prompting; occasionally able to sustain the conversation, using communication strategies if necessary; frequent hesitation.• Occasionally initiates communication but development often relies on the examiner's lead; may elicit points of view/check for understanding, though this may appear contrived.
3–4	<ul style="list-style-type: none">• Interacts spontaneously for extended sections of the conversation, responding mostly with assurance but needing occasional prompting; able to sustain most of the conversation, using communication strategies if necessary; occasional hesitation.• Initiates communication by frequently taking the lead to develop the conversation; elicits points of view/checks for understanding, although occasionally at an inappropriate moment.
5–6	<ul style="list-style-type: none">• Interacts spontaneously throughout, responding with assurance to questions and statements; able to sustain conversation throughout, using communication strategies if necessary; minimal hesitation.• Initiates communication by consistently taking the lead to develop the conversation; elicits points of view/checks for understanding naturally and appropriately at different points in the conversation.

Additional guidance

Interacts spontaneously: responds to questions and statements that arise as a natural part of the conversation; gives a relevant, impromptu response based on what they have heard.

Communication strategies: strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known.

Elicit points of view/check for understanding: as part of the language of genuine discourse, students are required to engage the examiner in the conversation by asking for their points of view and checking that their own point of view has been understood. They are expected to do this throughout the oral assessment at appropriate points during the conversation. This constitutes questions such as:

- 'Вы согласны со мной?'
- 'Разве неправильно подумать, что...?'
- 'Можно ли сказать, что ...?'
- 'Что вы думаете о...?'
- 'Вы понимаете, что я хочу сказать?'

(In order to give students the maximum length of assessment time, the constraints of the assessment mean that the TE should contribute only brief opinions in response to these types of questions.)

Task 2, Part 1 – independent research presentation

One mark grid is applied to this part of the task: responding to written language in speech (AO2).

Responding to Russian written language in speech mark grid

This grid is used to assess the student's two-minute presentation **only**. It is not applied to the discussion that follows the presentation. This mark grid assesses students' ability to understand and respond in speech to Russian written language that is drawn from a variety of sources and to summarise information from Russian written sources in speech. The written sources will be those that students read in Russian as part of their independent research and they must refer to at least two named Russian written sources during their presentation.

For guidance on what might be included in an oral presentation and how it may be structured, see **Indicative content for Task 2, Part 1, independent research presentation** at the end of the mark scheme.

Responding to written language in speech (AO2)

Marks	Description
0	No rewardable material
1–3	<ul style="list-style-type: none">Summary makes limited reference to named Russian written sources, makes generalised comments rather than being focused on authors' main points/ideas.Gives a personal response with limited justification, loses focus on the Russian written sources, straying into general opinion. <i>Responses that refer to just one single Russian written source can be awarded a maximum of 3 marks only.</i>
4–6	<ul style="list-style-type: none">Summary refers to named Russian written sources but lacks clarity or is uneven in its coverage of authors' main points/ideas.Gives a mostly relevant personal response with occasional justification, some loss of focus on the Russian written sources.
7–9	<ul style="list-style-type: none">Presents a mostly clear summary of named Russian written sources, generally clear outline of authors' main points/ideas.Gives a relevant personal response to the Russian written sources, supported with some justification.
10–12	<ul style="list-style-type: none">Presents a clear summary of named Russian written sources, giving a clear outline of authors' main points/ideas.Gives a convincing personal response to the Russian written sources, supported with clear justification.

Additional guidance

Personal response: this is considered to be giving justified opinions, demonstrating engagement with the Russian written sources by making focused comments, giving a reaction to/expressing feelings and thoughts about the Russian written sources.

Task 2, Part 2 – discussion on independent research

Three mark grids are applied to this part of the task:

- knowledge and understanding of society and culture (AO4)
- accuracy and range of language (AO3)
- interaction (AO1).

The knowledge and understanding of society and culture mark grid assesses students' ability to communicate information about, and demonstrate appreciation of, different aspects of **Russian-speaking** culture and society. They are also assessed on their ability to respond critically and analytically to different aspects of the Russian-speaking culture and society by selecting relevant material, presenting and justifying points of view, developing arguments, drawing conclusions based on understanding and evaluating issues.

Knowledge and understanding of society and culture (AO4)

Marks	Description
0	No rewardable material
1–3	<ul style="list-style-type: none">• Occasionally relevant, straightforward ideas, mostly generalised, occasionally supported by information/examples/references; frequent loss of focus on the Russian-speaking cultural and social context.• Occasional evidence of analysis of the Russian-speaking cultural and social context; points of view are given with limited justification, arguments may be made but not developed, occasionally, leading to straightforward conclusions which may be contradictory; mainly relies on description rather than analysis.
4–6	<ul style="list-style-type: none">• Relevant, straightforward ideas sometimes supported by information/examples/references; some loss of focus on the Russian-speaking cultural and social context.• Some analysis of the Russian-speaking cultural and social context is evident, with straightforward arguments and points of view that are sometimes developed and justified, sometimes drawing straightforward conclusions; relies on description rather than analysis in places.
7–9	<ul style="list-style-type: none">• Relevant, occasionally perceptive ideas frequently supported by pertinent information/examples/references; focus predominantly maintained on the Russian-speaking cultural and social context.• Analysis of the Russian-speaking cultural and social context demonstrated by frequently developed and justified arguments and viewpoints, often drawing convincing conclusions.
10–12	<ul style="list-style-type: none">• Relevant, perceptive ideas consistently supported by pertinent information/examples/references; consistently focussed on the Russian-speaking cultural and social context.• Analysis of the Russian-speaking cultural and social context demonstrated by consistently developed and justified arguments and viewpoints, drawing convincing conclusions.

Additional guidance

Perceptive: demonstrates an in-depth understanding by making connections between ideas and information; goes beyond the standard, predictable response; shows insight/originality.

Ideas include thoughts, feelings, impressions, opinions.

Straightforward ideas, conclusions, arguments are deemed to be those that give the standard, predictable response.

Task 2, Part 2 (discussion on independent research (contd.))

Accuracy and range of language mark grid

This mark grid assesses students' ability to use a range of grammatical structures and vocabulary in order to produce articulate communication with a range of expression. It also assesses students' ability to apply grammar and syntax accurately and accuracy of pronunciation.

Accuracy and range of language (A03)

Marks	Description
0	No rewardable language
1–3	<ul style="list-style-type: none">Limited variation in the use of grammatical structures and vocabulary, limited or repetitive use of complex and idiomatic language, occasional variation of expression; communication is sometimes restricted/stilted.Limited sequences of accurate language; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed.Pronunciation and intonation are inconsistent, leading to occasional impairment in communication.
4–6	<ul style="list-style-type: none">Some variation in the use of grammatical structures and vocabulary, with use of some repetitive complex and idiomatic language, resulting in some variation of expression; some sequences of articulate communication.Accurate sequences of language, resulting in some coherent speech; sometimes errors occur that hinder clarity of communication.Pronunciation and intonation are intelligible though sometimes inaccurate.
7–9	<ul style="list-style-type: none">Frequent variation in use of grammatical structures and vocabulary, including examples of complex and idiomatic language, resulting in frequent variation of expression and frequent sequences of articulate communication.Accurate language throughout most of the conversation, resulting in generally coherent speech; errors occur but rarely hinder clarity of communication.Pronunciation and intonation are intelligible and mostly accurate.
10–12	<ul style="list-style-type: none">Consistent variation in use of grammatical structures and vocabulary, including different types of complex structures and idiomatic language, expressing ideas in a variety of ways, resulting in articulate communication.Accurate language throughout resulting in coherent speech that is immediately understandable; any errors do not hinder clarity of communication.Pronunciation and intonation are accurate, intelligible and authentic-sounding.

Additional guidance

Complex language is considered to include the following:

- using extended sentences to express abstract ideas/convey justified arguments that require a range of lexis and structures; for example, conjunctions and pronouns
- use of all cases, including nouns, adjectives and pronouns (singular and plural, regular and common irregular)
- use of comparative and superlative adjectives and adverbs (including common irregulars)
- use of common short form adjectives
- use of cardinal and ordinal numerals, including in oblique cases
- use of verbal aspects
- appropriate sequence of tenses in reported speech/indirect statements/indirect questions
- passive voice, including present active and past passive participles
- gerunds
- conditional mood
- verbs of wanting, commanding with *чтобы*, further uses of *бы* and *чтобы*
- compound conjunctions
- use of relative pronouns
- use of synonyms and a variety of expressions to say things in different ways
- any other grammar and structures included in the grammar list that are specific to A Level.

Variation in use of grammatical structures/varied use of vocabulary: the traits in the mark grid differentiate between the variation of grammatical structures and vocabulary used by students. Examiners should judge in which mark band to place students and which mark to award, based on the effect that the variety of grammatical structures and vocabulary has on the quality of the communication; the wider the variety, the more articulate the communication will become, (see definition of *articulate* below).

Examples of a variety of grammatical structures and vocabulary are: a selection of different verbs, tenses, adjectives, vocabulary and complex language (see definition above) for a variety of purposes such as to present and justify points of view, develop arguments, draw conclusions based on understanding and evaluate issues.

Articulate: articulate communication is fluent, effective and coherent as students control/manipulate the language to express with some ease what they want to say for a number of different purposes. If students are restricted to what they can say, they may not be able to express themselves for all purposes, for example to develop arguments.

Errors: students are not expected to produce perfect, error-free speech in order to access the top band. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, demonstratives, long form adjectives in place of short forms
- infrequent and isolated errors that do not distract the listener from the overall content of what is being said.

Errors that **hinder clarity**:

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood) or errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and possessives, mismatch of adjectives and nouns
- frequent errors hinder clarity, as they distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed**:

- errors that mean the listener cannot understand the message, for example он роботит (for они работают)
- errors that convey the wrong message, for example купит (for купить), тошно (for точно), чисто (for часто)
- errors that make it unclear who is doing the action, i.e. using the incorrect person of the verb
- mother-tongue interference.

NB: these are provided as examples only and do not constitute a finite list.

Task 2, Part 2 (discussion on independent research (contd.))

Interaction mark grid

This mark grid assesses students' ability to interact with the examiner by giving relevant responses based on what they have heard, by initiating communication and eliciting points of view.

Interaction (A01)

Marks	Description
0	No rewardable material.
1–2	<ul style="list-style-type: none">• Interacts with occasional spontaneity to some questions and statements, but requires frequent prompting; occasionally able to sustain the conversation, using communication strategies if necessary; frequent hesitation.• Occasionally initiates communication but development often relies on the examiner's lead; may elicit points of view/check for understanding, though this may appear contrived.
3–4	<ul style="list-style-type: none">• Interacts spontaneously for extended sections of the conversation, responding mostly with assurance but needing occasional prompting; able to sustain most of the conversation, using communication strategies if necessary; occasional hesitation.• Initiates communication by frequently taking the lead to develop the conversation; elicits points of view/checks for understanding although occasionally at an inappropriate moment.
5–6	<ul style="list-style-type: none">• Interacts spontaneously throughout, responding with assurance to questions and statements; able to sustain conversation throughout, using communication strategies if necessary; minimal hesitation.• Initiates communication by consistently taking the lead to develop the conversation; elicits points of view/checks for understanding naturally and appropriately at different points in the conversation.

Additional guidance

Interacts spontaneously: responds to questions and statements that arise as a natural part of the conversation; gives a relevant, impromptu response based on what they have heard.

Communication strategies: strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known.

Elicit points of view/check for understanding: as part of the language of genuine discourse, students are required to engage the examiner in the conversation by asking for their points of view and checking that their own point of view has been understood. They are expected to do this throughout the oral assessment at appropriate points during the conversation. This constitutes questions such as:

- 'Вы согласны со мной?'
- 'Разве неправильно подумать, что...?'
- 'Можно ли сказать, что ...?'
- 'Что вы думаете о...?'
- 'Вы понимаете, что я хочу сказать?'

(In order to give students the maximum length of assessment time, the constraints of the assessment mean that the TE should contribute only brief opinions in response to these types of questions.)

AL speaking task 1: indicative content

In their responses, while presenting and justifying points of view, developing arguments and drawing conclusions based on understanding, students may refer critically and analytically to the following points. However, the indicative content is not exhaustive and students should be rewarded for any valid response. Candidates need only refer to one Russian-speaking country or community to be awarded full marks for cards RU4-RU6.

AL Task 1 STIMULUS RU1

Statement	Indicative content
A	<ul style="list-style-type: none">• A recent Health Behaviour in School-aged Children (HBSC) report stated that schoolchildren in the Russian Federation are adopting a healthier diet e.g. they are drinking fewer sugary drinks.• The number of young people in Russia who take part in sport is increasing e.g. more teenagers are joining football clubs.• The Russian Health Ministry is taking steps to make sure its citizens do not become smokers.• Vladimir Putin recently said that he believes that government authorities should support children's and youth sports.
B	<ul style="list-style-type: none">• The majority of young people in the Russian Federation do not meet the guidelines for moderate to vigorous physical activity daily recommended by WHO.• Young Russian men seem to be less healthy than young women e.g. the majority of young Russian men smoke, fewer than half of young women do.• Access to good health care is patchy in Russia due to lack of funding e.g. some people do not receive or cannot afford the help they need if they are ill.• HIV is a big problem in Russia. The majority of HIV positive people in Russia are under 30; this is closely associated with high levels of intravenous drug use.

AL Task 1 STIMULUS RU2

Statement	Indicative content
A	<ul style="list-style-type: none">• Such schools devote a greater proportion of time to studying foreign languages than other schools. Knowledge of foreign languages has been shown to offer Russians greater opportunities for studying abroad/employment.• Classes in these schools in Russia are usually smaller, e.g. classes are divided into three groups, and in non-specialist schools into two groups.• All Russian students should study the same core compulsory subjects because they are valued by Russian colleges and employers.• What constitutes a balanced curriculum might differ depending on interests and/or aptitudes of different students. Russian specialist schools address this.
B	<ul style="list-style-type: none">• In Russia, there are many different types of school, e.g. state and private, or boarding schools that offer education to students who live in remote areas.• In Russia the biggest choice of schools is available to those who live in cities and/or can afford to pay for education. A choice of school is not available to all.• The best schools in Russia offer a balanced curriculum that requires students to study a wide range of subjects and not specialise too early. An advantage of the Russian education system is that it also allows pupils to take part in a wide range of activities, e.g. the Russian science Olympiads.• Russian schools should offer different programmes of study depending on the interests and aptitudes of individuals, e.g. some might consider it best to choose a specialist sports boarding school.

AL Task 1 STIMULUS RU3

Statement	Indicative content
A	<ul style="list-style-type: none">• Studying at university is very popular in Russia; Russia has more university graduates than any other country in Europe.• A university degree helps you to find a job in Russia; the majority of young graduates have a full-time job.• In 2015, the Russian government allocated a lot of money to help people find work and provided subsidies to large businesses, e.g. KAMAZ and AvtoVAZ, to maintain their level of workers.• Not everybody thinks the Russian government is not doing enough, e.g. Tatiana Tschetvernina at Moscow's New Economic School.
B	<ul style="list-style-type: none">• According to a survey, Russians who speak a foreign language are more likely to find work than those who do not.• There is huge demand in Russia to learn a foreign language, especially English.• Above all in Russia, good educational qualifications are what employers look for, e.g. a higher-education qualification.• People in Russia need to be flexible, e.g. prepared to travel to find work; there are many more opportunities for employment in big cities than in the provinces.

AL Task 1 STIMULUS RU4

Statement	Indicative content
A	<ul style="list-style-type: none"> • Being able to trust information sources is important to many Russian-speaking people. More Russian-speaking people trust newspapers than trust television news. • In the Russian-speaking world newspapers are operated by state-owned and for-profit corporations and are very popular e.g. in Belarus' because of their relatively low cost and wide availability. • There is a wide range of privately-owned newspapers and magazines in the Russian-speaking world, reflecting many different views and interests. Some of these are for entertainment only e.g. fashion and music magazines. • Popular newspapers, e.g. <i>Izvestia</i> and <i>Argumenty i Fakty</i> in Russia, remain an important source of cultural and political information for Russian-speaking people.
B	<ul style="list-style-type: none"> • Pavel Filenkov, CEO of Kommersant Publishing House, said that newspapers in the Russian-speaking world have to develop, e.g. as a digital media, in order to survive in the future. • Television is the most popular source of information in many parts of the Russian-speaking world because it is the most easily accessible and it reports the news as it happens. • Radio is popular in many Russian-speaking countries e.g. in Kazakhstan there are many national and local radio stations, and listening to the radio over the internet is widespread. • The number of people using the internet is predicted to grow across the Russian-speaking world because the internet is able to reflect a broad range of interests and needs e.g. the majority of Belarusians who live in towns and cities use the internet.

AL Task 1 STIMULUS RU5

Statement	Indicative content
A	<ul style="list-style-type: none"> Singers across the Russian-speaking world include elements of traditional music in their current work, e.g. the Uzbek singer Sevara Nazarkhan incorporates traditional Uzbek folk music in her songs today. This reflects the pride she has in her culture. Recent pop music videos from groups from the Russian-speaking world reflect historical scenes and nostalgia for the country's history, e.g. the pop videos of the Kazakh band Urker. Some pop groups from the Russian-speaking world, e.g. the Russian group Pussy Riot, use pop music to promote a political message. Some of the work of groups from the Russian-speaking world supports politicians. The Russian band 'Poyushchie Vmeste' ('Singing Together') released a pop song in support of Vladimir Putin.
B	<ul style="list-style-type: none"> Music from the Russian-speaking world has an international outlook. There have been collaborations between artists of the FSU and Western artists, e.g. DJ M.E.G has worked with David Guetta. Some acts from the Russian-speaking world sing songs in English, e.g. Sergei Lazarev, because English lyrics appeal to a younger audience. Some Russian-language music has a political message. The most famous band in Belarus', Lyapis Trubetskoy, has been forbidden from performing in the country due to being critical of the president, Aleksandr Lukashenko. Some songs from the Russian-speaking world are contentious. The Ukrainian song that won the 2016 Eurovision Song Contest was seen by the Russian authorities to contain offensive political content.

AL Task 1 STIMULUS RU6

Statement	Indicative content
A	<ul style="list-style-type: none">• The fact that International Women's Day has survived the fall of the USSR and continues today in many countries in the Russian-speaking world, e.g. Belarus' reflects its importance.• The respect Russian-speaking people have for the women in their lives is evident e.g. in Latvia women receive cards, flowers and gifts on International Women's Day.• International Women's Day is important in Russian-speaking countries as it celebrates all women, including mothers, daughters, wives and grandmothers.• Another important festival in Russian-speaking countries is Easter when people take part in traditional activities, e.g. in Russia many people paint eggs and bake <i>kulich</i>. Easter has important religious significance for Russian-speakers who are Christians.
B	<ul style="list-style-type: none">• International Women's Day was originally a Soviet festival and so might be seen by some in Russian-speaking countries as an irrelevant throwback to earlier times.• Arguably, it is a very old-fashioned festival in the Russian-speaking world because Soviet women were the first in the world to have equal rights, e.g. the right to vote.• Other festivals in the Russian-speaking world split into two groups: chronological and state, e.g. New Year is the most important holiday celebration of a date in Kazakhstan.• Other festivals in the Russian-speaking world have political or religious significance, e.g. Orthodox Christmas is becoming more widely celebrated as more Russian-speaking people turn to religion and all countries in the former Soviet Union have an independence day holiday.

AL Task 1 STIMULUS RU7

Statement	Indicative content
A	<ul style="list-style-type: none">• The public transport system in the centre of Moscow is affordable and very efficient.• Access to education is better in the centre of the city e.g. in Saint Petersburg, the best state schools are in the city centre.• People spend less time commuting e.g. those who live in the centre of Moscow spend an average of 30 minutes travelling to work, for those who live in the suburbs this takes over an hour.• More money is spent in Saint Petersburg on amenities in the centre of the city than in the suburbs.
B	<ul style="list-style-type: none">• Housing in the centre of Moscow is some of the most expensive in the world, and not affordable for the majority of its inhabitants.• The cost of living is higher in the centre of the city e.g. basic foodstuffs cost more in shops in the centre of Saint Petersburg than in shops further from the centre.• The quality of life is better in the suburbs e.g. in Saint Petersburg there are more open spaces and parks in the suburbs than in the city centre.• There is greater access to cultural amenities in the centre of the city than in the suburbs e.g. the Bolshoi theatre is in the centre of Moscow.

AL Task 1 STIMULUS RU8

Statement	Indicative content
A	<ul style="list-style-type: none">• Authorities in Moscow and in Saint Petersburg help homeless people e.g. they give food handouts to homeless people.• There are eight state-run shelters in Moscow, offering places to the homeless.• It is a very big problem e.g. there are over 100,000 homeless people in Moscow and you can often see them at major railway stations.• In Saint Petersburg there are so many homeless that the authorities cannot provide all the support needed, and so homeless people rely on charities.
B	<ul style="list-style-type: none">• The number of homeless people in Moscow is growing e.g. the number is three times bigger than it was twenty five years ago.• In Saint Petersburg, the number of homeless people is increasing, and the proportion of this number who are women and children is also increasing.• According to Nochlezhka, a charity which helps the homeless in Saint Petersburg, people become homeless for many reasons e.g. as a result of unaffordable rents.• People who come to Moscow in search of work but who cannot find any can become homeless.

AL Task 1 STIMULUS RU9

Statement	Indicative content
A	<ul style="list-style-type: none">• Pollution is a big problem in Moscow/St. Petersburg, due to the high volume of traffic in the city centres.• In both Moscow and St. Petersburg, there are industries that cause pollution relatively close to the city centres.• Russian authorities are taking measures to reduce pollution e.g. closing some factories close to city centres.• In Moscow and St. Petersburg, there are traffic restrictions e.g. in Moscow lorries have been banned from the city ring road during the day since March 2013.
B	<ul style="list-style-type: none">• There is a big public transport development programme in Moscow e.g. the Moscow Metro plans to construct many new lines and stations.• In St. Petersburg, the city is working to implement bike- and pedestrian-friendly policies e.g. the amount of bicycle paths is increasing.• Air quality is improving in St. Petersburg according to recent statistics.• In the Moscow River, animal and plant life is increasing.

AL Task 1 STIMULUS RU10

Statement	Indicative content
A	<ul style="list-style-type: none">• Many reacted positively to perestroika, as in the Soviet Union in the mid-1980s there were many problems and people welcomed change.• People reacted positively to the political reforms promised by perestroika e.g. due to reforms in the electoral process citizens had a greater influence in politics.• Perestroika aimed to make socialism work more effectively e.g. layers of bureaucracy were removed.• Soviet businesses had greater opportunity to trade internationally as a result of perestroika, leading to greater opportunities for employment.
B	<ul style="list-style-type: none">• In the mid-1980s the economy of the Soviet Union was stagnating e.g. oil and gas production was not sufficient to meet the needs of the country; perestroika was an attempt to boost the economy.• The economy was not the only reason for perestroika; Gorbachev realised that political and governmental systems needed reform.• Perestroika improved the economy e.g. it allowed people to work for their own profit, leading to greater productivity and profitability.• One goal of perestroika was to recreate the successful capitalist practices seen in Western countries; unfortunately, the changes took time and the projected results were not achieved.

AL Task 1 STIMULUS RU11

Statement	Indicative content
A	<ul style="list-style-type: none">• Many hard-line communists were unhappy with the policies of glasnost' e.g. Gorbachev reduced the number of Communist Party representatives to the Congress of People's Deputies.• People reacted negatively to the fact that, as a result of changes to the economic structure of the country, the price of goods in shops became unpredictable.• People were concerned about the future e.g. because the consequences of glasnost' were unknown.• Many people in the republics welcomed the policy as a step towards independence from the RSFSR.
B	<ul style="list-style-type: none">• Gorbachev's policy of glasnost' inspired several Soviet republics, including Ukraine and Georgia, to declare their intentions to free themselves from Communist rule.• Beginning in the mid-1980s, the Baltic states used the reforms provided by glasnost' to assert their rights to protect their environment e.g. the protection of their national monuments.• Gorbachev's policy of openness allowed the governments of all the republics to find out more about the true history of their nations.• Gorbachev's policies gave all citizens freedom to travel and to study abroad e.g. the work of the Centre for US-USSR Initiatives, helped Americans visit the Soviet Union and Soviet citizens visit the USA.

AL Task 1 STIMULUS RU12

Statement	Indicative content
A	<ul style="list-style-type: none">• Gorbachev's economic reforms of the 1980s had not been successful e.g. there was great uncertainty about the ability of the USSR to provide for all its citizens.• At the beginning of 1991, many Soviet states had expressed a wish to have more independence e.g. in 1987 the government of Estonia demanded autonomy.• The biggest problem for the USSR at the beginning of 1991 was political instability.• At the beginning of 1991, many Soviet people had no faith that Gorbachev was an effective and strong leader.
B	<ul style="list-style-type: none">• Gorbachev's policy of glasnost' led to unhappiness amongst the Soviet people e.g. as they learned more about life in other countries Soviet citizens demanded greater freedom in their own lives.• Gorbachev's policy of perestroika gave more freedom to the Soviet states, which led directly to the collapse of the USSR.• The most important consequence of the collapse of the USSR was the independence gained by its former states e.g. Estonia, Latvia and Lithuania have become members of the European Union.• As a result of the collapse of the USSR, citizens of the former SU have had greater freedom to travel and to study abroad.

Indicative content for Task 2 part 1, independent research presentation

The example below is presented in written form in order to demonstrate what a student might include in their presentation and how it may be structured. The *Comment* column demonstrates how the presentation meets the requirements of the assessment criteria in the mark grid *Responding to Russian written language in speech*.

Independent research question or statement: «Был ли Борис Ельцин хорошим или плохим лидером для независимой России?»

Student presentation (up to 2 minutes)	Comment
Я буду говорить о том, как можно оценить историческую роль первого президента независимой России, Бориса Николаевича Ельцина. Я нашёл две полезные статьи. Первая называется «Роль Б. Ельцина в истории России». Она появилась на сайте «БАЗАДАННЫХФОН» и была написана Григорием Кертманом. Вторая появилась в «Российской газете». Статья написана политологом Леонидом Радзиховским и называется «Царь Борис».	Opening statement indicating topic and names of the two Russian written sources to be summarised in the presentation.
В первой статье описываются результаты опроса населения в ста населённых пунктах в России в 2007 году. Респонденты разделились на две равные группы: 40% российских граждан полагали, что Б. Ельцин в целом сыграл в истории России положительную роль, 41% – что отрицательную. Остальные затруднялись ответить.	Summary of the first Russian written source.
Вторая статья была написана в 2016 году. В статье говорилось, что огромное большинство людей в России по-прежнему не относится положительно к президентству Ельцина. Однако в этой статье рассматривается то, что называется «обратной стороной» всех отрицательных аспектов этого периода.	Summary of the second Russian written source.
Мне было интересно читать статью Кертмана, в которой показана, как сильно отличались разные мнения российских граждан об исторической роли Ельцина. Для меня было удивительно узнать, что одни его считали «хорошим руководителем», а другие «преступником». Прочитав статью в «Российской газете», я убедился, что не надо слепо верить в то, что Радзиховский назвал «устойчивым Мифом-1990-х, Мифом о Ельцине». Вы со мной не согласны?	Provides a personal reaction to the findings of the two Russian written sources.

Other examples of possible questions/statements for the Independent Research Project are:

- Газпром – самая большая нефтяная компания в мире.
- Олигарх Александр Лебедев: почему он живёт в Великобритании?

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