

# Examiners' Report/ Principal Examiner Feedback Summer 2010

GCE

## GCE Russian (6RU01) Unit 1: Spoken Expression and Response in Russian

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## Unit 1: Spoken Expression and Response in Russian (6RU01)

The candidate is rewarded for the ability to demonstrate understanding of a short target language stimulus (based on one of the General Topic Areas (GTA) of the Edexcel AS Russian specification) and to discuss that same General Topic Area.

Up to 50 marks are awarded positively as follows for this test:

- 16 marks for Quality of Language (8 marks for Accuracy of Language and 8 marks for Range of Lexis)
- 20 marks for Response
- 14 marks for Understanding (4 marks for stimulus-specific understanding and 10 marks for understanding of the General Topic Area)

The criteria for awarding these marks can be found in the Unit 1 mark grids in the Edexcel specification.

Before the test, the candidate chooses one of the four following General Topic Areas:

- Youth Culture and Concerns
- Lifestyle: Health and Fitness
- The World Around Us: travel, tourism, environmental issues and the Russian speaking world
- Education and Employment

The candidate is free to choose any of these four areas, depending on his or her preference and/or areas of interest. The candidate informs the teacher/examiner of the GTA he or she has chosen in advance of the test. He or she completes an Oral Topic Form, one copy of which will be given to the teacher/examiner in advance of the examination.

Unit 1 tests, in the form of a short stimulus text in the target language, are set on each of the four topic areas. 15 minutes before the test the candidate is given, according to the random allocation specified in the teacher/examiner 6RU01 examination booklet, one of the stimulus cards for the topic area he or she has chosen.

Edexcel issues the teacher/examiner booklets and the stimulus cards to centres before the examining session. These materials are confidential until the end of the examining session for this unit. The dates for the examining session are published in the Edexcel examination timetable. In 2010 the examining session finished on May 15.

The candidate has 15 minutes supervised preparation time to study the stimulus text on the Unit 1 card before the exam. He or she may not use a dictionary or any other resources during this time, but may make notes (up to one side of A4 paper). The candidate must not write on the stimulus card. The candidate takes both the stimulus card and any notes into the examination, and may refer to both at any point during the test.

The Unit 1 test comprises two sections:

### Section A

The teacher/examiner begins the test by asking the four questions on the stimulus card about the text prepared by the candidate. These questions are printed only in the teacher/examiner 6RU01 examination booklet; the candidate is not aware of the questions in advance of the test. The first two of these four questions ask the candidate to demonstrate factual understanding of the stimulus text and the second two ask the candidate to express opinions about or reactions to the subject matter of the stimulus text.

In the interests of comparability across different languages and for the purposes of assessment, the teacher/examiner may not rephrase or repeat these four questions, nor add to or expand them. If repetition of a question is unavoidable in order to keep the conversation going, then this may be reflected in the mark awarded for Response. If the teacher/examiner rephrases a question, then the candidate's response to that question is ignored when assessing his or her performance. It is therefore essential that the teacher/examiner does not rephrase any of the four set questions. Please see below (Advice to Teacher/Examiners) for further clarification.

### Section B

The teacher/examiner develops a discussion about the General Topic Area chosen by the candidate. The topic of the stimulus card may be used as a starting point for this discussion, but the teacher/examiner moves away from this topic to more general discussion of the topic area and to discussion of at least one other subtopic of this General Topic Area.

There is no requirement for candidates to demonstrate knowledge of Russia or Russian speaking contexts in the Unit 1 oral test, though, of course, they are free to do so.

### Timing of 6RU01

The 6RU01 test should last between 8 and 10 minutes in total (Sections A and B combined). This time should be divided equally between Sections A and B. However, if the candidate completes the answers to the questions in Section A in less than four minutes, the teacher/examiner should ensure that the discussion in Section B is extended, in order that the total test time is not less than eight minutes.

### Performance 2010

The most popular GTAs were "Youth Culture" and "Lifestyle: Health and Fitness". More candidates than in 2009 chose "The World around Us". "Education and Employment". The least popular was "Education and Employment". The candidate, of course, has a free choice of the GTA he or she chooses to discuss in the test.

All eight stimulus cards made similar demands of the candidates. Nearly all candidates were able to attempt the first two Section A questions, the more factual ones, whereas the level of response to the second two Section A questions proved to be good discriminator between performances. Some candidates answered a set question so fully as to cover another. Where this happens, the teacher/examiner should still ask all the questions, in the interests of comparability between candidates. Please see below (Advice to Teacher/Examiners) for further clarification.

Many candidates had clearly prepared well for this test. They were able to offer a wealth of ideas and opinions on their chosen topic area, to use a wide and varied range of lexis appropriate to the chosen GTA and to demonstrate command of a wide range of linguistic structures.

On occasion, the teacher/examiner rephrased one or more of the four prescribed questions on the stimulus. As has been mentioned previously, if this is the case, then the candidate's response to that question is ignored when assessing his or her performance. Some teacher/examiners asked supplementary questions in Section A. This is not required. Please see below (Advice to Teacher/Examiners) for further clarification. In some instances, in Section B of the test the teacher/examiner failed to move away from the topic of the stimulus card to discuss other subtopics of the GTA chosen by the candidate. In these cases, the mark awarded to the candidate for "Understanding - GTA" may be restricted.

A significant number of tests were shorter than the minimum required eight minutes. In such cases, the candidate is unable to access the entire range of marks available for the test. The teacher/examiner should begin timing the examination from the time when he or she asks the first of the prescribed questions on the stimulus. The test should last 8 - 10 minutes. Where a test exceeds this, the examiner listens to the end of the candidate's response, or to the next sense break in what he or she is saying, and then stops marking.

The majority of centres followed the instructions for administration of the tests. A completed Unit 1 Oral Form for each candidate should be sent along with the recordings and the top two copies of the attendance register to the examiner. Cassettes or CDs should be labelled with the centre number and the names and numbers of the candidates recorded on that cassette/CD. Care should be taken to ensure that the work of each candidate has been clearly recorded.

### Comments on candidates' performance in Section A

#### Youth Culture Stimulus Cards 1A and 1B:

Most candidates dealt with question 1 on these cards well. Some struggled to understand that question 2 was asking them to explain the Russian phrase «Только для мужчин», but nearly all were able to find a way to explain this phrase in their own words once they had understood the task. Nearly all candidates dealt capably with the third and fourth questions on cards A and B.

#### Youth Culture Stimulus Cards 2A and 2B:

Nearly all candidates dealt well with the first two questions on these cards, the wording of which closely echoed the wording of the text. Candidates who chose this GTA (Youth Culture) had generally prepared a good deal to say about the topic of drugs and were therefore able to deal well with the third and fourth questions on these cards which dealt more generally with the topic of drugs.

#### Lifestyle, Health and Fitness Cards 1A and 1B:

Nearly all the candidates recognised «беспокоится», a word also given in the text, and were able to answer the first two questions on these cards. The third and fourth questions required candidates to give a personal response to the ideas of the text, and most were able to do so satisfactorily.

#### Lifestyle, Health and Fitness Cards 2A and 2B:

Some candidates struggled to express dates and times accurately in response to the first question on these cards, though the majority used Russian sufficiently well to make themselves understood. Most candidates offered good answers to the third and fourth questions. Some offered imaginative reasons as to which aspects of the exhibition they found interesting, using vocabulary from a variety of GTAs. This is, of course, perfectly acceptable.

#### The World Around Us Cards 1A and 1B:

Nearly all the candidates who chose this GTA were able to answer clearly the first two questions on these cards. The third question on card 1B occasionally caused problems, but the more general questions about the environment were generally answered well.

#### The World Around Us Cards 2A and 2B:

Nearly all the candidates who chose this GTA had clearly prepared to talk about global warming and ecological problems in some detail, and were generally able to use a good range of appropriate vocabulary in answer to the questions on these cards. On occasion, candidates stumbled over the second question, but the wording of the question closely echoed wording in the text and the majority of candidates were able to identify the part of the text needed to answer the question.

### Education and Employment Cards 1A and 1B:

The first two questions on these cards were answered without problem by the majority of candidates. The majority, too, were able to offer full answers to questions three and four on both these cards, offering personal opinion and examples from personal experience to expand their answers.

### Education and Employment Cards 2A and 2B:

In response to question two, some candidates did not understand or ignored the phrase «По мнению автора» and answered giving their own opinion rather than referring to that of the author of the text. On both cards, questions three and four were answered competently. Candidates who chose this GTA typically had a wide range of opinions in answer to these second two questions about studying abroad (card 2A) and school subjects and the cost of university education (card 2B).

### Comments on candidates' performance in Section B

The majority of candidates were able to discuss a wide range of areas relating to the GTA about which they had chosen to speak. As previously mentioned, the Section B discussion should move away from the topic of the stimulus card to cover other subtopics of the same GTA.

In order for the candidate to be able to access the full range of marks available, it is essential that Section B be a discussion, not merely a string of questions and answers. There is some overlap between the GTAs, and this was reflected in candidates' answers. For example, discussion of the use (or otherwise) of drugs might be a topic for a candidate who has chosen Youth Culture, or one who has chosen Lifestyle, Health and Fitness. This is quite acceptable. On occasion, though, the teacher/examiner asked questions which could not be seen to fit in any of the subtopics of the candidate's GTA. An example might be a question about which AS subjects the candidate is studying where the candidate's chosen GTA is Lifestyle, Health and Fitness. On such occasions, the candidate's ability to access the full range of marks for "Understanding - GTA" may be restricted.

### Advice to Teacher/Examiners on the conduct of the 6RU01 examination

It is essential that the teacher/examiner is aware of the requirements of 6RU01, as incorrectly conducted tests can adversely affect the candidate's mark. The following advice is offered in the light of the 2009 and 2010 examination series. Further advice about the conduct of the test can be found in the Edexcel AS/A2 Russian Oral Training Guide, available on the Edexcel website.

### Timing

The 6RU01 test should last 8-10 minutes in total. If Section A takes less than 4 minutes, then Section B should be extended so that the total test time is not less than 8 minutes. It is in the candidate's interest to allow the full 10 minutes test time, in order that he or she might demonstrate as wide a range as possible of ideas and opinion on the chosen GTA. If a test is too short, the candidate is not able to access the full range of marks available for the test. If it is too long, the examiner stops marking as soon as is appropriate after 10 minutes, i.e. at the end of the next sense-break in what the candidate is saying, or at the end of the candidate's next answer, if that is sooner.

The timing of the test should begin as the teacher/examiner begins to ask the first of the four questions set on the stimulus test.

### Conduct of Section A

In the interests of comparability between tests, and so that the candidate is not disadvantaged, the four questions set on the stimulus must be asked exactly as they are written in the teacher/examiner 6RU01 examination booklet. The only exception to this is

that the formal form of address may be changed to the more familiar where that is appropriate, that is «Вы» may be changed to «Ты», and «По-Вашему» to «По-твоему», etc.

All four questions must be asked, even if a candidate has already partially answered a question in a previous response. Again, this is in the interests of comparability. Where a teacher/examiner inadvertently adds an interjection to the beginning of a question or at the end of a candidate's answer, and this addition adds nothing to the question, and does not change the body of the question in any way, then this is ignored when assessing the candidate's work. An example might be where the teacher/examiner says «хорошо» at the end of an answer before asking the next question.

However, if the teacher/examiner changes or rephrases the question in any way, then the candidate's response to that question is ignored when assessing his or her work. It is essential, therefore, that the teacher/examiner asks the questions exactly as they are expressed in the teacher/examiner 6RU01 examination booklet.

Additional questions must not be asked in Section A.

Section A questions should not be repeated, but where the teacher/examiner does repeat a question in the interests of keeping the conversation going, this is taken into account when assessing the candidate's mark for Response.

As the teacher/examiner may not rephrase or expand the four questions set by Edexcel, during preparation for this part of the test candidates should be coached to give full and extended answers to the set questions. Candidates and teachers should also be aware that the first two questions on each card (factual questions about the text) do not require very long answers.

### Conduct of Section B

The topic of the stimulus card may be used as an opening for the Section B discussion, but the teacher/examiner must swiftly move on to discussion which covers at least one more subtopic of the candidate's chosen GTA. For example, in this year's tests, the topic of the first stimulus card for Lifestyle:Health and Fitness, «Город на диете», is "Food and Diet". Therefore, the teacher/examiner must make sure that the Section B discussion predominantly deals with one or both of the other subtopics of this GTA, i.e. "Sport and Exercise" and "Health Issues (e.g. smoking, skin cancer, health services)". If this is not the case, then the candidate cannot access the full range of marks available for this test.

A definitive list of subtopics linked to each of the General Topic Areas follows:

- Youth Culture and Concerns
  - Music and Fashion
  - Technology (e.g. MP3/blogs/mobile phones/internet/games)
  - Relationships (family/friendships and peer pressure)
  - Drink, Drugs, Sex
- Lifestyle: Health and Fitness
  - Sport and Exercise
  - Food and Diet
  - Health Issues (e.g. smoking, skin cancer, health services)
- The World Around Us: Travel, Tourism, Environmental Issues and the Russian - speaking World
  - Tourist Information, Travel and Transport
  - Weather (e.g. natural disasters, climate change)
  - Pollution and Recycling

- Education and Employment
  - Education (schooling and higher education)
  - Education Policy and Student Issues
  - The World of Work (e.g. the changing work scene, job opportunities and unemployment)

It is in the interests of the candidate that the teacher/examiner asks questions which allow him or her to demonstrate the full extent of his/her knowledge of the structures and lexis expected at AS level. Pedestrian and GCSE-type questions often do not encourage the candidate to use AS level language and structures. A list of example questions for this examination can be found in the Edexcel Oral Training Guide. These questions are not compulsory, merely examples of the type of question that might be asked. The teacher/examiner should encourage the candidate to expand on answers, to provide detail and clarification.

There is no requirement for the candidate to demonstrate knowledge of Russia or a Russian-speaking context in the AS Russian Unit 1 oral test, though, of course, they are free to do so.

In assessing the mark for Understanding - GTA, the candidate is awarded marks for the range of ideas and opinions they offer about their chosen GTA, but, in practice, concrete examples and factual knowledge about the topics being discussed often add to the candidate's ability to access the full range of marks available. Candidates have a free choice of the GTA they choose, but should be advised to choose a topic area which they have prepared and which they are ready to discuss in detail.



## Grade Boundaries

Grade	Max Mark	A	B	C	D	E	N	U
Raw mark boundary	50	37	32	27	23	19	15	0
Uniform mark scale boundary	60	48	42	36	30	24	18	0

The modern foreign languages specifications share a common design, but the assessments in different languages are not identical. Grade boundaries at unit level reflect these differences in assessments, ensuring that candidate outcomes across these specifications are comparable at specification level.

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