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## Examiners' Report June 2010

### GCE Russian 6RU02

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## **Introduction**

The format of this examination mirrored that of the 6RU02 2009 paper, and it was clear that the majority of candidates had been very well prepared for it. Candidates dealt confidently with the wide range of question types in the paper and nearly all were able to complete all sections of the paper in the time allowed.

## Question 2

### Question 2

Candidates had to show understanding of information about a company providing services for tourists by selecting four out of eight statements. In order to select the correct statements candidates had to understand the following connections between language and sense in the question paper and recorded text:

- а) Предлагает услуги иностранным туристам - Предлагает услуги туристам из разных стран
- г) Можно поехать на экскурсию в группе или индивидуально - Организуем групповые или индивидуальные экскурсии
- е) За гида-переводчика надо платить - Если Вы доплатите небольшую сумму, у Вас также будет опытный гид-переводчик
- з) Если Вы не знаете, как получить визу, то можно узнать у «ПРАВДЫ» - Также посоветуем Вам, как получить туристическую визу

As for question 2 in 2009, there was a good deal of information conveyed in a short recording and this task required the candidates to listen intently. Candidates found this task more challenging than question 1, but typically chose at least two correct sentences. Many stronger candidates gained full marks.

## Question 3

### Question 3

Candidates had to select four correct words from a choice of eight in order to complete a summary based on a recorded item about a hockey tournament.

This was a longer recording than for questions 1 and 2 and contained more redundant material, requiring candidates to make more inferential deductions.

In order to select the correct words candidates had to understand the following connections between language and sense in the question paper and recorded text:

стала чемпионом мира - становится чемпионом мира

шведы выиграли - шведы победили

Москвичи стали меньше интересоваться хоккеем - чемпионат не был важным событием для москвичей / московские болельщики почти забыли про русский хоккей

плохо организован - организация чемпионата была далеко не хорошая

The most challenging part of this question was distinguishing between проиграли and выиграли for part ii. Many candidates seemed not to understand these items of vocabulary. The other three parts of the question were generally well understood and very many candidates scored at least three marks for this question.

## Question 4

### Question 4

Candidates had to demonstrate understanding of a longer recording, an interview about education reform in Russia. This is the only question in this paper which requires candidates to formulate written responses to a listening text in Russian. As this is a listening exercise (section A), there is no requirement for candidates to answer in their own words as there is in question 7 (section B - reading). Credit was given for comprehension of the listening text so accuracy of spelling and grammar was not essential in order to gain the marks here. However, credit could not be given where poor quality of language impeded communication. On the whole, the standard of Russian in the responses was good enough to gain credit where comprehension had taken place.

Parts of this question were accessible to all except the very weakest candidates. Most candidates scored at least half marks on this question and the strongest frequently scored almost full marks.

- a) Most understood that businessmen had not yet told the minister what they want (from education in the country).
- б) The idea of *какие* was needed to get the mark here, and the stronger candidates had little trouble with transcribing this.
- в) Though *специальный* was often spelt incorrectly, stronger candidates had little problem with this question.
- г) The key idea here was *финансировать*, which most candidates found, though, on occasion, spelling was not accurate enough to convey clearly the candidate's response.
- д) This question proved challenging and discriminated between candidates. On occasion, candidates had clearly understood the recording, but had not answered sufficiently clearly to convey entirely their understanding.
- е) Nearly all candidates understood this question and correctly identified at least one of the students' priorities. Most correctly identified both.
- ж) Although spellings of *учёный* varied widely, the vast majority gained the mark for this question.
- з) Most candidates recognised at least one of *биотехнология* and *нанотехнология* and transcribed the word(s) accurately enough to gain the mark here.

## Question 6

### Question 6

In this question candidates had to retrieve specific details and facts from a short Russian text about an online library. Questions set here are intended to elicit specific information rather than test a candidate's ability to infer meaning. This is the only question in this paper where the questions are set in English and require answers in English. Nearly all candidates answered in English, but no credit could be given where a candidate answered in Russian.

- a) The majority of candidates correctly identified two types (from the many listed) of literature available from the website.
- b) Most candidates correctly identified that materials could be read online. Fewer correctly identified that materials could be downloaded. Both elements were needed to gain the mark.
- c) This part of the question proved the most challenging and some candidates struggled to convey in sufficiently clear English that the website is not a commercial one.
- d) Most candidates correctly identified the visitors to the site as those who contributed to it.
- e) Most candidates gained the mark here for formulating a response which conveyed the claimed educational role of the website.

## Question 7

### Question 7

For this question based on a text about mobile phones, candidates were required to answer Russian-language questions in Russian, using their own words as far as possible. This stipulation is to prevent the candidate from copying or 'lifting' whole sections of the extract, as such an approach would not prove that comprehension had taken place. It should be noted that the questions are phrased in such a way that the candidate is obliged to manipulate the language of the extract to some degree in order to produce an acceptable response. A modest amount of manipulation of the language in the text will suffice. There is no need for the candidate to find synonyms for every single word in the extract.

This was found to be the most challenging question in the paper, with candidates averaging 7 marks out of a maximum of 10. Weaker candidates often struggled to gain more than two or three marks.

a) "Нет" was sufficient to answer this question. Some candidates wrote "у меня не было мобильного телефона" which was not an acceptable answer. However, where the candidate manipulated this to, for example, "у автора не было мобильного телефона", or "у неё не было мобильного телефона", then the mark could be given. This is an excellent example of a candidate manipulating the text sufficiently to indicate that they have understood, without having rewritten or rephrased entirely the original text.

б) This question required the candidate to infer that passers-by used to find a person using a mobile phone strange, and proved challenging for many candidates.

в) Most candidates successfully conveyed the idea that the author could not live without her mobile phone, mostly by making the simple manipulation from "без мобильного телефона я просто не могу жить" to "без мобильного телефона она не может жить".

г) Very many candidates correctly identified the part of the text needed to answer this question, but did not include enough detail in their answer. "Двери уже закрылись" was not enough on its own. The candidate needed to convey the idea that it was too late for the author to get off the bus as the bus doors had already closed.

д) This question required inference. Very many candidates were able to convey successfully the idea that the students reached for their mobile phone when they heard a mobile phone go off, and wanted to check whether or not it was their phone that had received a message or call.

е) This question proved challenging and again required inference. Some candidates struggled to express in sufficiently accurate Russian that the passengers, too, wanted to use their mobile phones, but many managed to in quite inventive ways.

ж) Very many candidates successfully managed to explain in their own words "социальная изоляция".

з) This question proved accessible to nearly all the candidates and most were able to manipulate the vocabulary in the text to provide the answers "больше игр" and "престижная марка".

## Question 8

### Question 8

There was clear evidence of students generally having been well prepared for this question. Only a handful of candidates produced a response which was significantly shorter than the required minimum number of words. This suggested that overall timing for this paper did not present many candidates with problems. Indeed, a considerable number of candidates exceeded the upper word limit. Candidates should be aware that examiners count the numbers of words in the answer. Work is marked to the end of the sentence or to the next sense break after 165 words. Work after this limit will not be marked.

### Content and Response

Some candidates began with a long introduction which was barely relevant to the tasks set. Such material could gain credit for Quality of Language, but little or no credit for Content and Response. Candidates need to be aware that throughout this question clearly irrelevant material will adversely affect the mark for Content and Response (see assessment grid). While, ideally, the answer should focus on all four bullet points equally, it is possible for candidates to access the full range of marks available for Content and Response as long as they have addressed all four points within the word limit. In order to access the full range of marks available here, candidates must be sure to develop the response to each point to some extent by giving detail, reasons and/or opinion.

Where candidates wrote an address and/or date at the beginning of the response, this was not included in the word count.

Candidates who completely failed to address one of the four tasks could not be awarded more than 9 marks out of 15 for content and those who omitted two tasks could not score more than 6 marks for content.

### Quality of Language

Language used was generally appropriate to the tasks set. There was a considerable contrast between the near-perfect language produced by some native-speaker candidates and the weakest learner candidates, some of whom had not mastered basic spellings and grammar. It was gratifying to note, however, a substantial number of learner candidates who had acquired a mastery of grammar which one would normally associate with the performance of the strongest candidates at A2.

Most candidates had an adequate to good grasp of the core lexis associated with the topic of this task. Many demonstrated a wide vocabulary to describe their own experiences.

- объясните, почему этот тренинг Вас интересует

Most candidates were able to give reasons why this training interested them, many linking it to the content of the original advertisement and successfully using vocabulary from this. Some candidates did not understand the advertisement and used "тренинг" in the context of sport.

- расскажите о трудной ситуации в Вашей жизни

Most candidates were able to recount a difficult situation in their lives and responses were often inventive. There was an opportunity for candidates to demonstrate the ability to use a wide range of vocabulary and structures here, including the past tense, and many did so well.

- опишите Ваши планы на будущее

Candidates generally had little difficulty talking about their plans for the future, many using material that might have been learnt for GCSE. Use of the future tense and of the conditional was usually successful and candidates had little difficulty expressing the future intention.

- задайте несколько вопросов о курсе

This proved to be the trickiest point for candidates to complete for two main reasons. Many candidates exceeded the word limit before they reached this task and could therefore not receive any credit for it, or at least for only part of it. Others seemed not to understand "несколько" and asked only one or two questions. Examiners considered that, in order to have completed this task in full, candidates should ask at least three questions.

#### Section A: Listening

##### Advice and Guidance to Candidates

- Pay attention to timings: this section must be completed within 45 minutes;
- Candidates and/or centres must ensure that their audio equipment is working effectively and that they have spare batteries or audio equipment on hand;
- Mark allocations should be used as a guide to how much information is expected in answers. Where verbal responses are required, one line is usually available for the candidate's answer for each mark allocated;
- The sequence of questions follows the sequence in which the relevant material can be retrieved from the listening texts;
- Where appropriate, answers should be worded to ensure they directly respond to questions set;
- Care should be taken with handwriting clarity, as this understandably tends to deteriorate when writing under the pressures specific to a listening comprehension examination;
- Do not copy out vocabulary and phrases from the question unnecessarily.

#### Section B: Reading

##### Advice and Guidance to Candidates

- Allow approximately 45 minutes for this section;
- Be aware that for Question 5 one name will need to be used twice, but never select more than one name in response to each question, as this will lead to no marks being awarded;
- Question 6 must be answered in English and elicits factual answers directly linked to the information contained in the text;
- Question 7 must be answered in Russian in the candidate's own words, though not necessarily in complete sentences. Credit cannot be given for direct lifts from the text. Some questions will test the ability to make inferences.

### Section C: Writing

#### Advice and Guidance to Candidates

- Approximately one hour should be allocated to this question;
- Ensure that all responses are relevant to the tasks set;
- Write no fewer than 150 and no more than 165 words;
- Attempt the tasks as far as possible in the order they are set;
- Ensure that all four tasks are attempted and developed at least to some degree, though a candidate who writes a little more detail on some tasks than on others may access the highest marks for content and response;
- Work should be checked as far as possible for accuracy and the candidate should aim to use a wide range of lexis and structures as much as possible in order to maximise their Quality of Language mark.

## Grade Boundaries

Grade	Max. Mark	A	B	C	D	E	N
Raw boundary mark	70	48	43	38	33	28	23
Uniform boundary mark	140	112	98	84	70	56	42

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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