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Examiners' Report
June 2011

GCE Russian 6RU04 01

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Introduction

It was extremely pleasing to see an excellent range of responses to all sections in the second year of this advanced level unit. Many centres had clearly followed the advice given in the examiners' report last year and had prepared their candidates fully for the different requirements of the translation (section A), the creative or discursive essays (section B) and the Research-Based Essay (section C). The vast majority of answers from learner candidates were once again of a very high standard and showed an impressive command of the grammar and lexis required at this level. In many cases, candidates' essays were lively, interesting and informative and the examining team learnt new things, in the case of the RBE, or were persuaded of a particular point of view by a well-written and convincing discursive essay.

This unit requires candidates to answer three questions in two and a half hours. The translation (section A) is worth 10 of the 100 marks available and a proportionate amount of time to spend on this would be 20-30 minutes. Section B and Section C are each worth 45 marks and so an hour on each of these would represent appropriate division of time. There were a few candidates who had clearly not spent enough time on section C, indicating that they had perhaps run out of time towards the end of the examination.

Once again, a considerable number of answers to Sections B and C were overlong. The upper word limit for both sections is 200 words and examiners stopped reading at the end of the sentence in which the 200th word fell. Although the vast majority of overlong answers were written by non-learner candidates who probably did not have access to appropriate guidance, centres are reminded that candidates are significantly disadvantaged if answers are overlong. In both Section B and Section C, overlong answers lost marks for Organisation and Development. It is also true that they often failed to answer the question fully as key information or explanation was contained in the section which lay beyond the word limit. Centres and candidates, especially non-learners, should note that there is far more space provided than a 200-word answer would take and that the space is not an indicator of how much candidates should write. There were few short answers, but where an answer was very short, it usually contained very little information or argument and scored very low marks.

The approach to individual questions is considered in the reports on each of the options which follow. An example from a candidate's response in the examination is given for each question. Please note that, in some cases, only part answers are given as exemplification. A general summary of areas for improvement for Sections B and C is given below as this may prove useful for centres.

In the creative essays in Section B, the best essays (scoring 13-15 for Understanding & Response) were succinct and succeeded in telling the whole story in the space available, or built sufficient suspense to leave the reader wondering about the characters or what might happen next. Candidates choosing the creative option must ensure that they pay attention to planning; poorly planned pieces often contained lengthy scene setting or description of character but little action. Deciding the ending before setting out on the beginning of a story often results in a far better piece, especially when the length is required to be so short. Centres should ensure that candidates have plenty of practice if they are preparing candidates for the creative essays. There were very few completely irrelevant essays, although, as last year, some were considered to be 'pedestrian' or not attention-grabbing enough in their approach and therefore scored only 7-9 for Understanding and Response ('satisfactory [...] response to stimulus').

The vast majority of the candidates who had been prepared by teachers wrote excellent discursive essays. There is evidently much good practice in centres in terms of preparing candidates for the specific requirements of this section. Many candidates wrote extensive essay plans on their examination paper and such practice is to be encouraged as carefully

planned essays were in virtually every case far more successful. Careful planning by candidates results in good, balanced discursive essays and, as the team remarked last year, it seems very difficult to conceive why a candidate would begin to write a discursive essay without a plan. In order to score 10-12 or 13-15 for Understanding and Response, essays must be balanced and consider both sides of the argument. Centres, including those where Russian is not taught, are strongly advised to ensure that all candidates are thoroughly aware of this requirement. One-sided essays scored a maximum of 9 for Understanding and Response, and some overlong essays were considered one sided as the entirety of the second half of the argument lay beyond the 200th word. Such essays scored a maximum of 9 for Understanding and Response and Organisation and Development and some candidates' marks were therefore significantly lower than they could have been. Balanced essays needed a conclusion and a decision to come down on one side or other of the argument at the end. In order to score 9-10 under Range & Application of Language, learner candidates are encouraged to include a range of more complex constructions such as passives, gerunds, relative clauses, compound conjunctions and conditionals. A range of varied essay phrases is also useful as this enables weaker candidates to score higher marks. Candidates should also be encouraged to ensure that they have sufficient topic vocabulary when they select a discursive essay to answer.

The Section C Research-Based Essay continues to be extremely well handled by learner candidates. Once again, the team would like to thank candidates and their teachers for some very interesting essays. Centres have taken on board examiners' advice and candidates are becoming more and more adept at dealing with a small aspect of the topic or text they have studied in a 200-word essay. Many candidates' essays demonstrated their considerable in-depth research and were a genuine pleasure to read. Candidates are reminded of the importance of addressing the question on the paper; essays which did not actually answer the analytical part of the question scored a maximum of 13-18 for Reading, Research & Understanding. In order to score 19-24 or 25-30 marks, essays needed to offer opinion and analysis as well as factual content. This will usually involve candidates stating a fact and then telling the reader what this fact shows us or why it is important or relevant. Unfortunately, some candidates had not been prepared properly for the examination and either wrote entirely irrelevant essays or offered considerable factual content or description of the plot of a novel or film, but no analysis. Once again, a small number of unprepared candidates wrote answers to 3a, 3b or 3d which, while often interesting, scored zero as they did not meet the clear requirement on page 40 of the specification for the research to relate to the 'culture and / or society of a Russian-language country, countries or community.' Examples of this are discussions of the customs and traditions of Mexico or Beijing for 3a, the Battle of Hastings or the events of September 11th 2001 for 3b, or 'Of Mice and Men' and the film 'The Social Network' for 3d. Examiners accepted any country which formed part of the former Soviet Union or the former Russian Empire as being 'Russian speaking' for the purposes of this section, and there were a great many interesting essays relating to the customs and traditions of the republics of the former Soviet Union for 3a. Candidates are reminded of the importance of writing a structured essay in this section. There were many essays which gave lots of information but which were really in essence a regurgitation of all that was known on the topic; candidates must use their factual knowledge to answer the question and support their assertions in order to reach the higher mark bands for Organisation & Development. Essays should have an introductory paragraph and a conclusion which refers back to the question set on the paper.

Question 1

Section A of this paper required candidates to translate a short passage of English into Russian. The passage is split into 30 assessable elements and one 'point' is gained for each correct element at the marking stage. A mark out of ten is then awarded based on the number of correct elements (see the markscheme). For an element to be considered correct, it had to have all the detail contained in the English original (i.e. no word omitted) and all the grammatical endings (case endings and agreements and verb endings) had to be correct. One spelling or alphabet transliteration error was allowed per element, provided that it was not grammatical and did not affect the sound significantly when read aloud.

Overall, the majority of candidates performed reasonably well in this task, with many learners gaining 7 or 8 marks. Those with very little ability to manipulate the grammar of the language often scored very low marks, perhaps 1 or 2, despite knowing a great deal of the required vocabulary. This is chiefly a task of grammatical accuracy; candidates who do not know or understand the grammar required at A2 will not perform well. Candidates must also have an eye for detail as many lost marks because they failed to translate some small but significant words in the English original.


Candidates faced the most difficulties with the following elements:

- for 'in the 1960s', many candidates failed to include 'годах' or 'годы' in their rendering; this was accepted as long as they had an appropriate ending on 1960, such as 'в 1960-ых'. A few candidates translated this as 'в 1960-ом году', which lost them a point.
- 'hoped' was not known by some learner candidates, instead they tried 'хотели' in some cases, even with a чтобы construction - unfortunately this did not translate the English accurately and so was not accepted
- 'would improve' often led candidates to use a conditional instead of a future tense construction - this was accepted although centres could usefully address the equivalent of such English constructions with their candidates
- in 'some official reports', many candidates omitted the word 'some' and there was much difficulty in translating 'reports'. 'Репорты' was not accepted, but 'доклады' and 'репортажи' were. The requirement for the genitive after несколько was missed by some
- 'often' and 'still' in the second sentence were frequently omitted by candidates and this often meant that otherwise excellent translations scored 9 instead of 10 out of 10
- very few learner candidates indeed correctly translated '20% more' as 'на 20% больше'
- 'by the end of her career' was often translated incorrectly, with 'в конце своей карьеры' seen quite frequently. A range of possible translations was accepted
- a surprising number of candidates did not know the Russian for 'a minority' and tried alternative renderings such as 'очень малое количество' or even 'немного'. These were not accepted as they did not accurately reflect the meaning in the English original. Some candidates made up words such as 'миноритет'
- a large number of candidates missed the plural 'in European parliaments', instead misreading it as 'in the European Parliament' - this caused them to translate it as 'в Европейском парламенте' and, of course, lose a point
- the passive construction 'are occupied by women' was perhaps better handled than the passive construction in last year's translation, with many candidates spotting that they could make 'women' the subject, 'женщины', and thus scoring a point. They scored a second for a suitable verb for 'occupy', with 'занимают' being quite common. 'Заняты женщинами' was, of course, also an accepted translation. Centres have clearly been

working on rendering English passive constructions and this is to be encouraged

- 'are interested in politics' presented a problem for many candidates, as, once again, they did not spot the need for the instrumental after 'интересоваться'. Even some non-learner candidates wrote 'интересуются в политике'. 'Заинтересованы в политике' was accepted. Some candidates knew that the instrumental was needed, but thought that politics was 'политики', and so wrote 'интересуются политиками', which, of course, means something different

This translation shows a reasonable command of the grammar required for A Level but shows many of the errors outlined above, as well as some others.

 SECTION A: TRANSLATION ~~написать~~

Question 1 ~~перевести~~

Translate the following passage **into Russian**.

In the 1960s, many people hoped that the situation for women at work would improve. However, there have been some official reports that often men still earn 20% more per hour. Moreover, a mother who works will earn less by the end of her career than colleagues without children.

Research shows that only a minority of places in European parliaments are occupied by women. This may be changing though, because more and more young women in Europe are interested in politics.

→ В 60-е ^{были} много людей ^{надеются} надеются что положение для ^у

* женщины в работе стал ^{бы} лучше. Однако, существует

несколько данных ^у что мужчины еще получают ~~за работу~~ 20

процентов ^у за ^{Более} ~~Большее~~ того, мать которая

работает ^у будет ^у получить меньше денег ^у при ^у карьере ^у чем работницы без детей

Исследование ^{показывает} ~~показывает~~ что только меньшинство ^у работ

в ~~Европейских~~ Европейские думы ^у занимается женщиной

Однако, может быть что это будет меняться, потому что больше

и больше молодых ^{женщин} ~~женщин~~ ~~интересуются~~ в Европе
интересуются в ^{политическом} ~~политическом~~ мире.



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Examiner Comments

This answer scores 5 out of 10. The attention to detail in the grammatical endings is reasonable, but the candidate's lack of some items vocabulary means that he or she has lost a number of marks.



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Examiner Tip

Make sure that you really pay attention to learning new vocabulary throughout the A Level course. The words in the translation will all be those expected of any A Level candidate.

For comparison, this candidate's translation shows a much better command of vocabulary but the grammatical accuracy is much weaker.

SECTION A: TRANSLATION

Question 1

Translate the following passage **into Russian**.

In the 1960s, many people hoped that the situation for women at work would improve. However, there have been some official reports that often men still earn 20% more per hour. Moreover, a mother who works will earn less by the end of her career than colleagues without children.

Research shows that only a minority of places in European parliaments are occupied by women. This may be changing though, because more and more young women in Europe are interested in politics.

В 1960-е годы, много людей хотели
ситуации для женщин которое работают
были бы ~~улучшились~~ улучшились. Однако, там
были, некоторые официальные данные,
что часто, мужчина ещё зарабатывает
двадцать процентов больше коллег
час. Кроме того, мама которая работает
~~буду~~ зарабатывает на кону
она карьер, чем люди она работает с,
без детей.

Исследования показывают, что только
 маленькое количество мест в Евросоюзе
 используются ^{используются} на женщин.
 Эти различия, потому что больше и больше
 молодое женщины в Европе интересуется
 политика.



ResultsPlus
 Examiner Comments

This candidate scored 3 out of 10. There are regular verb agreement and case ending errors. Greater attention to grammatical detail could have enabled this candidate to score much higher.



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 Examiner Tip

Make sure you learn the case endings thoroughly and understand when to use them. Practise translating from memory frequently to see if you have the grammatical knowledge required in your head.

This is a good example of a learner candidate's translation.

SECTION A: TRANSLATION

Question 1

Translate the following passage **into Russian**.

In the 1960s, many people hoped that the situation for women at work would improve. However, there have been some official reports that often men still earn 20% more per hour. Moreover, a mother who works will earn less by the end of her career than colleagues without children.

Research shows that only a minority of places in European parliaments are occupied by women. This may be changing though, because more and more young women in Europe are interested in politics.

В 1960-^е ^{годах} , много людей ^{надеялись} , что
 ситуация для женщин ^{стала} ~~стала~~ ^{стала} ~~стала~~ ^{стала}
 бы лучше. Однако, ~~там~~ ^{там} были некоторые
 официальные репортажи, что мужчины
 еще зарабатывают 20 ^{процентов}
 процентов больше каждый час.
 К тому же, мать, которая работает
 будет зарабатывать меньше до конца
 ее карьеры чем сотрудница без детей.

Исследование показывает, что только
 меньшинство мест в Европейских
 парламентах занимают женщины.
 Хотя, это может измениться в будущем,
 что больше и больше молодые женщины
 в Европе уже интересуются политикой.



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 Examiner Comments

This scores 7 out of 10. The candidate has a good command of grammar and succeeds in making few errors. The marks have been lost due to a few vocabulary issues, such as 'репорты' and 'недевались'.



ResultsPlus
 Examiner Tip

Make a list of words which are followed by certain cases and learn them.

This last example is an accomplished translation.

SECTION A: TRANSLATION

Question 1

Translate the following passage into Russian.

In the 1960s, many people hoped that the situation for women at work would improve. However, there have been some official reports that often men still earn 20% more per hour. Moreover, a mother who works will earn less by the end of her career than colleagues without children.

Research shows that only a minority of places in European parliaments are occupied by women. This may be changing though, because more and more young women in Europe are interested in politics.

В 1960-е годы в 1960-е гг. много людей надеялись, что ситуация для женщин на работе бы улучшалась. Однако, было некоторые официальные доклады, что часто мужчины всё ещё зарабатывают 20 процентов больше. Кроме того, мать, которая работает, будет зарабатывать меньше до конца карьеры чем женщины без детей.

Исследование показывает, что только женщины в
политике в Европейских парламентах
занимаются женщинами. Хотя, ^{это} может быть
~~это~~ ^{это} меняется, из-за того, что ~~все более~~
больше и больше молодых женщин в Европе
интересуются политикой.



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Examiner Comments

This candidate scored 10 out of 10. The candidate's own extensive annotations demonstrate his / her thinking and he / she has underlined those words and phrases which he / she knew would require careful thought. This example shows that it is possible for a learner candidate to score the highest marks in this section.



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Examiner Tip

Go through the passage of English carefully, noting the words and phrases which might cause you problems.

Question 2(a)

This question was fairly popular with non-learner candidates but there were very few answers written by learners. It would appear that the majority of centres teaching Russian are preparing their candidates for the discursive option as opposed to the creative one. In this question, many answers were a little 'pedestrian', and some lacked narrative and were simply a description of the scene. The best answers were exciting, often romantic, and left the reader feeling that they had had an insight into the two characters' lives. Centres should ensure that candidates have the tools to build a narrative response (such as sentence starters and structural devices) if they are to answer the creative questions.

In this essay, the candidate writes a first-person account from the man in the picture's point of view. He stands waiting at the station, reflecting on his love for the woman who is about to arrive on a train. In the end, we are left with some considerable suspense about the nature of his question to her.

31 Я стоял на вокзале с розами в руках. Они пахли так хорошо и их цвет не мог быть ярче. Смотрелось ~~кто-то~~ ^{то} кто-то взял красную краску, самую яркую, и обшил розы этой краской ей.

646 Вокзал был старой ~~и красивой~~. Мне с детства нравился этот вокзал. Я даже помню ^{то} что он мне казался таким большим. Но конечно, мне только было 5 лет там летом и ^я тогда не знал ~~ее~~ её.

1025 Пока я ~~уже~~ стоял на вокзале казалась что уже день прошёл и сорокно тот поезд не пришёл. Время так текло когда ты не хотел, а летела как незнато что в тот момент ~~когда~~ который ты хотел остаться на всегда. ~~Странное~~ ^{Странное вещь, время.} ~~время~~, ~~время~~.

Я помню первый раз я её увидел. Это было три лет назад в ~~на~~ парке. Тот день

Был тёплым и приятной. Много людей
 было в парке в тот день. Все любавались
 хорошей погодой, как и я. Но я увидел
~~то-то~~ ^{интересную} нашего ~~то-то~~ ~~красивая~~ ~~теп~~
 погода. Я увидел её. Она была самая
 красивая ~~такая~~. В тот день я говорил
 с ней ~~первой~~ раз, но не ~~самой~~
 последний. После ~~того~~ дня я ~~с~~ с ней
 встречался или хотя бы говорил ~~с ней~~
 каждой ден.
 Понед ~~наконец~~ ^{наконец} так приехал на вокзал. Я
 подошёл к её окну и дал ей розы, говоря
 что у меня ~~для~~ ~~её~~ ~~был~~ ~~то~~ был ~~то~~
 важный вопрос.

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Examiner Comments

This is a very creative response to the question. The candidate succeeds in using the limited space available to tell a short love story. We get a sense of his protagonist's emotions and the writing is pacy. There is a wide range of language and the errors are generally in spelling as opposed to grammar. This is not a learner candidate, but it is a candidate who has the skills to write a good creative piece. The essay scores 13-15 for Understanding & Response and Organisation & Development.



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Examiner Tip

When writing a story, think about the scene, the characters and the events. Do not spend too long on scene setting. We have to believe in the characters but something needs to happen as well.

котором рассказывалось о детях-инвалидах,
живущих в детских домах. Но мои глаза
накראлись слезы. ~~Ты~~ ^{они} ~~думали~~ ^{были} ~~о~~ ^{ограничении}
~~таком существовании~~ ^{действии} ~~моем~~ ^в ~~выборе~~ ^в ~~силу~~
волеи болезни, а в те время думала только
о себе.

Тогда у меня родился план, который

я позже ^{превратила в} ~~реализовала~~ ^{теперь} в наборе группы волонте-
ров, которые со мной отправились в интернат.
Мы не только выполнили работы по постройке
лучших комнат, кухни, сада и т.д. для детей,
но также провели летний лагерь ~~и~~
~~сначала~~ обучали, играли и развлекали их!



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Examiner Comments

This is an excellent response which scored in the 13-15 box for both Understanding & Response and Organisation & Development. It shows some insight into emotion but also has a plot. The story is structured well. Although this is a native speaker's answer, it is useful for candidates as it demonstrates well how a neat story can be written in 200 words.



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Examiner Tip

The most successful creative writing pieces were those where there is some kind of plot twist or surprise at the end. This one has the candidate pursuing her own, selfish, agenda before being brought back down to earth by her father's comments.

Question 2(c)

This question required candidates to write a newspaper article in response to a headline given on the exam paper. It was the least popular of all the questions in Section B of the paper. As last year, the requirement to write an article was not fully realised in many cases and many candidates simply wrote a discursive essay. Candidates are reminded that a newspaper article requires a specific style and they should ensure that they are familiar with this. The most successful articles were akin to short comment pieces which might be found in a newspaper or magazine; they did not try to make too many points or cover all the bases and their tone was a little sensationalist, thus reflecting a reporter's style.

This candidate discusses the advantages and importance of leisure time. The essay mentions the stressful modern world and how everyone needs to find a little bit of time for themselves. The style of the article is not quite right as it is not something which one could imagine reading in a newspaper.

Очень часто, люди чувствуют себя сильно загруженными учёбой или работой. Поэтому, очень важно найти свободное время что бы отдохнуть, и избавиться от лишнего физического и психологического стресса. Это даёт нам волю и энергию ~~развивать~~ работать дольше и интенсивнее после отдыха, и прибавляет шансы получить нужные нам ~~результаты~~ результаты. Кроме ~~этого~~ ^{этого} ~~фактора~~, исполнение хобби и занятия которые не связаны с работой, и которые нас лично интересуют так же важно для психологического здоровья. Многие люди в свободное время ~~любят~~ пишут стихи и рассказы, другие занимаются спортом, другие рисуют картинку. Это помогает ~~много~~ людям найти нужный баланс в жизни между работой

и отдыхом, между ~~в~~ трудом для общества и трудом для собственного счастья.

Многие люди говорят, ~~а~~ что их работа такая важная, что ~~она не позволяет~~ ~~возможности~~ ~~от неё~~ ~~отказаться~~ они не могут от неё временно избавиться только для отдыха. Например, люди которые ~~ставят~~ ставят научные эксперименты часто должны проводить всю ночь в лабораторий, и не находят шанса отдохнуть от тяжелой работы. Но, всё таки важно ~~всегда~~ найти время заняться самим собой, даже если это всего лишь

кофе в кафе с подружкой на пару часов. Таким способом,
мы перезаряжаем тело и мозг, и готовимся к новым
заданиям и жизненным трудом.



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Examiner Comments

This essay scores in the 10-12 box for Understanding & Response. The key points and facts are there but the candidate does not get the style of an article quite right; it is chiefly factual.



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Examiner Tip

Make sure you know some ways to make your writing more like a newspaper article, e.g. use rhetorical questions, address the reader, use quotes or speak about surveys, speculate and suggest outcomes.

Question 2(d)

This question required candidates to discuss the idea that young people are not interested in classical music. It was the most popular of all the discursive options and the most popular question in Section B of the paper, perhaps because of the first-hand experience of young peoples' tastes which many candidates had and used in their essays. The main approach seemed to be to suggest that, on the one hand, young people are more interested in pop or rap music because of its links to fashion or the influence of peers, but that on the other hand many played musical instruments and therefore learnt a great deal about classical music. An interesting point which some candidates made was that many young people heard and enjoyed classical music all the time without really realising it, for example in films or television adverts or that many modern artists used classical music as a basis for their work. When candidates argued almost entirely from their own experience, their answers tended to be less successful. Good and very good answers tried to explain more about the lack of interest in classical music amongst today's youth, e.g. that it is too much effort for them to understand it. The majority of candidates agreed with the statement in the end, arguing that each generation should have their own music or that classical music was simply old fashioned and not relevant to the modern world.

This candidate's essay begins with a general introduction in which he / she does not state a stance on the issue. On the one hand, the candidate argues, young people simply do not know about classical music and they have access to pop music on the internet, etc. On the other hand, many young people do play instruments and can more easily find out about classical music because of new technology. The conclusion suggests that, despite the first few points, young people are interested in classical music.

В этом сочинении, мне хотелось бы
говорить о вопросе - "молодые люди не
интересуются классической музыкой". Это
интересный вопрос так как есть люди которые
соглашались с этим мнением и люди
которые не соглашались. Я буду обсуждать
и продолжать продолжать дать мой лично
мнение.

С одной стороны, много молодых людей
не интересуются классической музыкой из-за
того что они только не знают о это. Часто,
молодые люди не понимают как звучит
классическая музыка. Иногда это потому
что они не хотят играть музыка в
школе и слышать другие предмети. Кроме
этого, сейчас это очень легко
получить современная музыка безгранично.

Например, это на интернет и люди могут слушать легче чем в прошлом. Поэтому, есть менее меньше молодых

интерес в классической музыкой. сегодня.

с другой стороны есть мнение что молодые люди имеют интерес в классической музыкой сейчас, много молодых людей играют на инструментах, и поэтому они понимают почему классическая музыка хороша и что мы должны слушать.

Например, я играю на пианино, и я знаю много различных классических музыки из-за того, что я играю. Также, есть мнение что новая технология, как интернет помогает людям узнать о классической музыке.

В заключение, мне кажется, что есть люди которые соглашались и люди которые нет. Однако, я уверен, что молодые люди интересуются классической музыкой.



ResultsPlus

Examiner Comments

This candidate has a reasonably strong essay structure and has clearly been taught how to handle a discursive essay effectively. The language is weak (this essay scores 3 for Accuracy and 5-6 for Range & Application of Language), but the structure has enabled the candidate to lead the reader clearly through the points being made. Candidates whose grasp of grammar is weaker can gain much by sticking to a defined structure in the discursive essay; this scores 13-15 for Organisation & Development. The mark for Understanding & Response is lower (10-12) because many of the candidate's ideas are underdeveloped and / or not clearly part of an overall point being made. The advice for this candidate would be to spend much more time on revision of grammatical endings.



ResultsPlus

Examiner Tip

Organise your discursive essay material into paragraphs with points for and against collected together. Learn some introductory phrases which will help you lead into each point. Make sure you come down on one side of the argument or the other in the conclusion.

This candidate argues that, on the one hand, young people get pleasure from classical music and that it helps their creative development. On the other hand, according to the candidate, classical music is old fashioned and that modern music has more of an influence on young people. The neat conclusion suggests that young people, in general, are not interested in classical music.

Каждый раз когда упоминают вопрос классической музыки, мнения
разделены. Некоторые ^{убеждены} ~~уверены~~, что молодые люди увлекаются ~~ка~~ классической
музыкой, а другие уверены, что молодые люди считают такую музыку ~~н~~ -
~~интересной~~ ~~слишком~~ скучна. Ясно, что споры не ~~смакуются~~ ^{смакуются} об этом.

З

С одной стороны сторонники классической музыки утверждают, что
молодые люди получают удовольствие и выгоду от классической музыки.
Согласно защитникам ~~этой~~ ^{классической} музыки, ~~она~~ может помочь молодым людям
развиваться творчески и эмоционально и реализовывать их способности.
Поэтому некоторые ~~верят~~, что ~~молодые люди любят~~ ~~классическую~~ ~~музыку~~
~~молодые люди~~ ~~преферируют~~ ~~классическую~~ ~~музыку~~

молодым людям нравится. Также ~~некоторые~~ ~~качают~~ по мнению некоторых,
классическая музыка популярна среди молодых людей, поскольку ~~она~~ ~~не~~ ~~используется~~
~~ей~~ ~~и~~ ~~можно~~ ~~использовать~~ ~~ее~~, чтобы они используют ее, чтобы
развлекаться, ~~и~~ вдохновиться и ~~создавать~~ ~~наст~~ ~~улучшать~~ их настроение.
Наконец, привнося классическую музыку, молодые люди могут убедиться в

другим мир и освободиться от проблем жизни.

В то время с другой стороны, другие уверены, что популярность

классической музыки среди молодежи сегодня, много

преувеличена. ~~Многие люди считают, что классическая музыка~~

~~классической музыки слишком старая и устаревшая. Третьи же считают,~~

Третьи же считают, ~~классической музыки думают, что она слишком старая и устаревшая.~~

~~она слишком старая и устаревшая. Многие же считают, что классическая~~

~~музыка?~~ ^{Может быть} ~~классическая музыка слишком старая и устаревшая и~~

Вместо этого молодые люди предпочитают современную музыку. Современная

музыка имеет больше крупное влияние на молодых людей, ~~она будет~~

~~интересна, проста и так.~~ Она сыграла существенную роль в молодежных

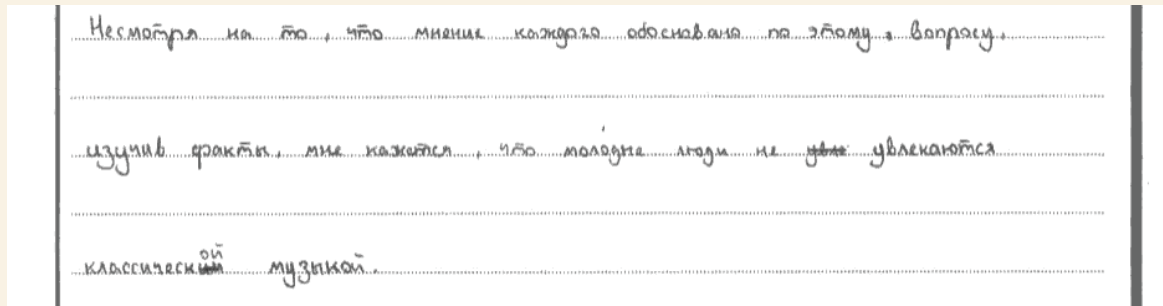
движениях - например, 'Боб Дилан' и война во Вьетнаме, а поэтому

~~некоторые верят, что молодые люди предпочитают.~~ Поэтому она ~~более~~ более

влиятельная среди молодежи, чем классическая музыка.

В заключение, я склоняюсь к аргументу, что ~~класси~~

~~во в целом~~ молодые люди просто не интересуются классической музыкой.



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Examiner Comments

This is an excellent essay which scores very highly for Range & Application of Language (9-10) and for Accuracy (5). In contrast to the previous candidate's essay, this candidate clearly has an excellent grasp of the grammar required at A2 and is striving to show the examiner the range of his / her understanding. The use of compound conjunctions, gerunds, correct case endings throughout and a range of vocabulary and structures has contributed to the high score. This essay also scores in the 13-15 box for both Understanding & Response and Organisation & Development. It represents excellent achievement at A2 level.



ResultsPlus

Examiner Tip

Really try to show the examiner what you can do with the language. Plan to include a range of different structures and collect words and phrases which you could include.

Question 2(e)

This question invited candidates to consider whether international tourism is the enemy of the environment. It was a reasonably popular choice amongst the discursive essay titles and many candidates had clearly considered the topic as part of their A2 studies. There were a wide range of approaches and the majority of candidates mentioned that air travel (and other forms of travel to a lesser extent) had a significant negative impact on the environment. Better answers also often mentioned that the construction of hotels and other tourist infrastructure in areas of natural beauty also had a negative effect. Some mentioned that tourists who drop litter or behave inappropriately also had an impact on the natural world, but did not always successfully explain what this impact actually was. Unfortunately there were a number of candidates who did not really address the question because their opposing argument was that tourism has a positive impact on a country's economy. This is, of course, correct, but the question specifically talked about tourism being an enemy (or not) of the environment. Unless candidates suggested that the money earned from tourism could be invested in the protection of the environment or in environmental projects, then they were deemed to have not fully understood. Some did this very successfully, mentioning examples of eco-tourism projects, such as the Eden Project, and the positive effect which they have on the environment.

This candidate's essay slightly misunderstands the question. The argument is that tourism is an enemy of the environment but that there are other, more serious, threats. It can be assumed that the question has been understood as 'is tourism the biggest enemy to the environment?' and due to this slight misunderstanding, some marks are lost.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question number:

<input checked="" type="checkbox"/> Question 2(a)	<input checked="" type="checkbox"/> Question 2(b)	<input checked="" type="checkbox"/> Question 2(c)
<input checked="" type="checkbox"/> Question 2(d)	<input checked="" type="checkbox"/> Question 2(e)	<input checked="" type="checkbox"/> Question 2(f)
<input checked="" type="checkbox"/> Question 2(g)		

В наши дни в мире в основном международном мире все больше и больше людей хотят путешествовать по всему миру и много путешествовать бездельно. Однако, Россия, Китай, и другие страны, и это международное путешествие становится все более популярным. Это связано с увеличением количества автомобилей в атмосфере, что приводит к загрязнению окружающей среды с каждым днем и международному туризму.

один из причин. Однако, ~~я~~ я лично верю, что это не только ~~вред~~ вред окружающей среде, есть другие ~~причины~~ причины ~~для~~, например употребление нефти и газа.

Можно сказать, что недавно было международным

туризм был и в наши дни большинство людей хотят проводить свои каникулы за границей. Они ходят на самолетах и они ~~вред~~ ~~разрушают~~ уничтожают окружающую среду из-за того, что ~~там~~ в воздухе выбрасывают от ^{от} самолетов.

Кроме того, когда туристы остаются, в туристическом месте например, вообще говоря они разрушают местную природу, потому что им все равно о природе. Они предпочитают танцевать и пить в барах чем защищать окружающую среду, например ~~от~~ туристы уничтожают природу в острове 'Ибиса'.

С другой стороны, несколько туристов занимаются эко-туризмом ^{или} ~~от~~, они путешествуют за границей чтобы

105
сохранить окружающую среду.

К тому же, я думаю, что туризм не самый важный вид деятельности в окружающей среде. По моему мнению, наиболее важными источниками энергии являются возобновляемые источники энергии на солнце, воде, ветре, которые используются для защиты окружающей среды и охраны окружающей среды парниковый эффект.

В заключение, я считаю, что международный туризм вреден окружающей среде, однако есть другие, более серьезные угрозы.



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Examiner Comments

This essay scores in the 10-12 box for both Understanding & Response and Organisation & Development. The organisation mark is slightly lower because the arguments are a little jumbled. The candidate would benefit from more careful planning of material and selection of ideas



ResultsPlus

Examiner Tip

Make sure you read the question very carefully and consider its implications. Due to the allocation of marks for 'Understanding & Response', a slight misunderstanding of the question can lead to a lower score.

This extract from one the candidate's essay demonstrates how it could be successfully argued that tourism could benefit the environment. The second half of the essay shown here, and the candidate's conclusion, argue that tourism could help people to understand environmental problems and change their lifestyles to help combat them. It also brings money to governments of developing countries which can help them to protect the environment.

13 С другой стороны, международный туризм разрешает людям видеть ~~проблемы~~ экологические проблемы в мире - поэтому, они будут понимать их, ~~и~~ ^{действительно} и будут ^{действительно} менять свои жизни чтобы помогать окружающей среде. Самым главным, туризм даёт деньги развивающимся или бедным странам, ~~и~~ ^{разрешая} им ^{экологические} осмелеть, проекты, и развивать себя таким образом, чтобы они смогут защищать окружающую ^{среду} среду.

142 Я считаю, что негативные эффекты всегда будут ~~беспокойство~~ беспокойство международного туризма. Однако, я думаю что туризм важен чтобы люди смогли лучше понимать и друг друга, и мир. Поэтому, если ~~мы могли бы контролировать~~ мы ^{бы} ~~были бы~~ контролировали, его чтобы сделать его полезным вместо опасности, он не ^{было бы} должен быть врагом ^{окружающей} среды.

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ResultsPlus

Examiner Comments

This is an excellent example of the candidate structuring the essay well in order to convince the reader. One might, at first thought, say that tourism is certainly bad for the environment, and this is how the candidate starts. But as we read on, the other, opposing, view is introduced and we are led to a conclusion that tourism can be a positive thing. The essay scores in the 13-15 box for both Organisation & Development and Understanding & Response.



ResultsPlus

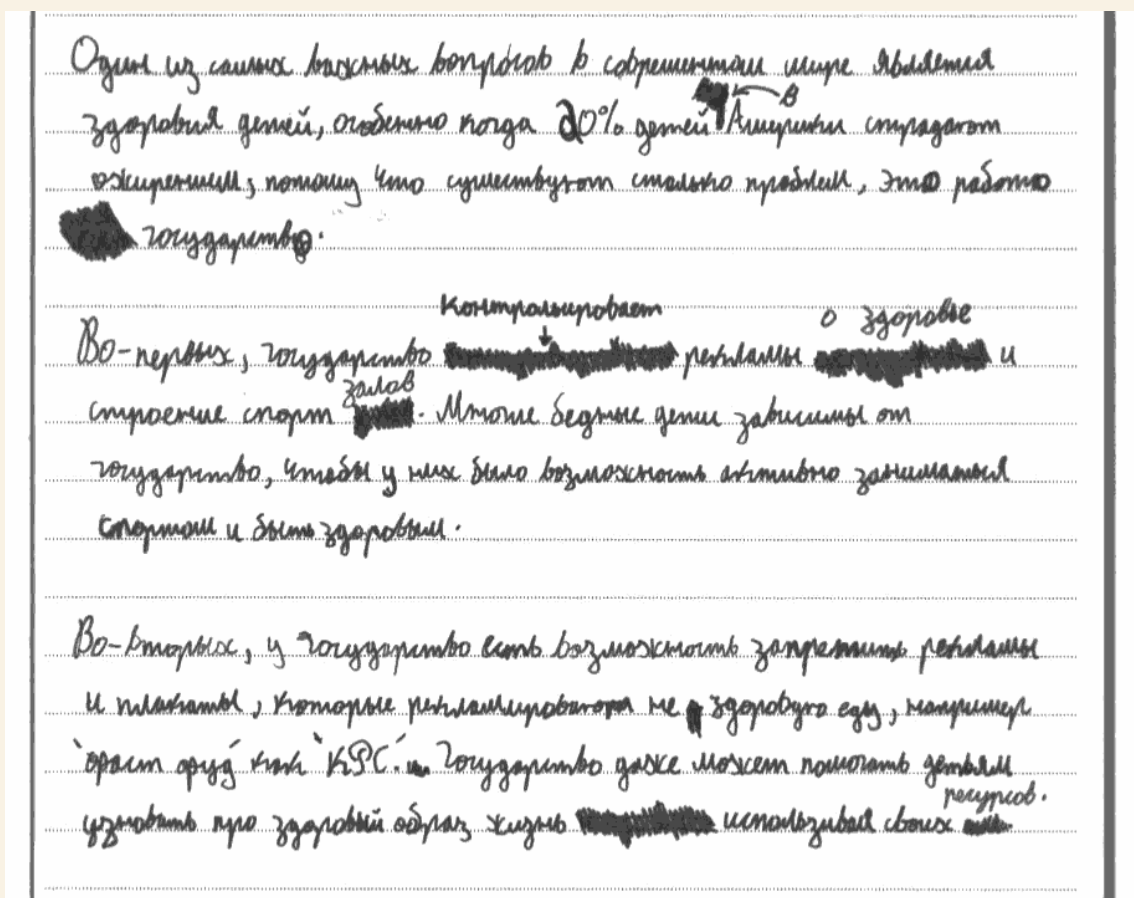
Examiner Tip

Plan your essay so that towards the end you place your strongest arguments for the stance which you will come to in your conclusion. Keep your references in the main body of the essay to 'some people' as opposed to yourself.

Question 2(f)

This question asked candidates to consider whether the state or parents should think about children's health. This was the second most popular option in the discursive essays and was usually very well answered. Again, many candidates had considered the topic already, perhaps for their Unit 1 topic, and so had a good range of vocabulary to draw on. There were clearly a number of different effective approaches to this essay and the two sides of an argument could be on the one hand that both should be responsible, and that on the other only one of them should, or any combination of these. The vast majority of answers concluded that both parents and the state should play a role. Some essays were a little underdeveloped in that they suggested that children's health was important for the country's future but did not really get into the substance of the argument. The arguments for the importance of the state's role were usually strong, e.g. suggesting that the state has a responsibility to provide health care, sports facilities, PE lessons and healthy food in schools, etc. Some candidates did argue strongly for parental responsibility and the minimal or non-intervention of the state, but the moral or political arguments for this were not always as well explained as those for state intervention. There were a number of simplistic essays in answer to this question which, in some cases, simply talked about health & fitness at GCSE level.

This candidate argues that the state has an important role in promoting a healthy lifestyle through public information and mentions that many poorer people are dependent on the state. He / she goes on to argue that parents know their children personally and need to promote healthy eating with them when they are young. The conclusion that both parents and the state play a role is typical of the majority of answers.



С другой стороны, родители должны думать о здоровье детей, потому что они лично их знают, как правило мамы. Родители должны показать детям, что полезная еда может быть вкусной и, что надо регулярно спортом заниматься.

Кроме того, молодые семьи заботятся от родителей, чтобы есть и пить, у родителей есть возможность создать очень хорошую здоровую для детей атмосферу дома в жизни, поэтому родители должны думать о здоровье детей.

Следовательно, я считаю, что государство и родители должны думать о здоровье детей, потому что они могут серьезно повлиять на здоровье детей. Государство должно активно рекламировать здоровый образ жизни и спорт через СМИ. А родители должны воспитывать детей правильно и показывать им, как правильно есть и заниматься спортом.



ResultsPlus

Examiner Comments

This is a strong essay which scores in the 13-15 box for both Organisation & Development and Understanding & Response. The arguments are not extremely detailed but the points are well made and the essay is well structured. The candidate uses essay phrases and an appropriate register to build an effective essay.



ResultsPlus

Examiner Tip

Candidates should be trained to write in a register which will help their writing appear more 'detached' in discursive essays. They could be encouraged to give generalised opinions, e.g. 'some say that...', 'others say that...' or 'it can be argued that...'. This will enable them to present both sides of the argument in a neutral way. This always has the benefit of making the register higher and the language more impressive. Candidates then score higher marks for Range & Application of Language.

~~Эссе должно быть~~ Эссе должно быть на паритетном эссе, и
были бы
поэтому, ~~быть~~ более перспективны для работников, если бы
эти проблемы ~~были~~ программными. ~~!!!~~

Можно сделать вывод, что работа в 21-ом веке не будет
такая, как в 20-ом веке, потому что мир сильно изменяется
и это ведет к новым перспективам. Важно помнить, что

Нельзя ~~нельзя~~ знать, ~~что~~ ~~какая~~ ~~новая~~ ~~технология~~ ^{что} ~~можно~~
^{существовать}
можно ~~предсказать~~ в будущем, и как это может ~~влиять~~
~~работать~~ ~~!!!~~ на нашей работе.

(200 words approx.)



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Examiner Comments

This is an excellent essay and a good example of a convincing argument which nevertheless considers both sides of the question. It scores in the 13-15 box for both Organisation & Development and Understanding & Response. The marks for language are also good and the essay contains a number of quite simple phrases which candidates could use to help them build better essays: 'поэтому надо задать вопрос', 'с одной стороны надо понимать', 'однако, нельзя забыть', 'можно делать вывод, что' and 'важно помнить, что'.



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Examiner Tip

Candidates and teachers should prepare for the discursive essay by developing a structure which works for them. The language of discussion and debate, and organised writing, are key.

Question 3(a)

This question required candidates to demonstrate their research about and understanding of a Russian-speaking geographical region or city, and specifically of customs and traditions from that region or city. This addressed the specification requirement that candidates study the customs and traditions of their chosen region or city. Most candidates considered several traditions although when only one was discussed, this was considered acceptable. The most popular regions were, predictably, the larger cities such as Moscow and St Petersburg and also the former Soviet republics of Central Asia or the Baltics. Wedding and engagement rituals in Kazakhstan, the Russian баня (sauna), Chechen hospitality or the particular activities which take place in various cities on their День города were amongst the more successful essays. The highest scoring essays explained the customs or traditions in detail and clearly indicated why they could be considered interesting, therefore addressing the second part of the question ('объясните, почему вы считаете эти традиции и обычаи интересными'). The fact that some essays simply described some of the more generic Russian traditions (such as Новый год or День победы) without rooting them in a particular region or city often lost candidates marks. Another source of lower marks for Reading, Research & Understanding was simple description with a lack of analytical content or opinion about why the chosen tradition(s) are interesting.

This candidate essay is an example of one where the candidate makes some mention of why the traditions / customs are interesting but where this aspect is not developed fully enough. The candidate discusses International Women's Day and what he / she calls 'день блини', and one further tradition which is unclear.

→ Я принимаю изучать русский город Санкт-Петербург. Это самый большой город в России после Москвы. Здесь больше 5 миллионов людей, которые живут в городе и

1 это огромный регион для туризма. Большая традиция в Санкт-Петербурге является "день девочек". На этот день каждый год, все девочки должны купить зонт для партнера, миты или коллег / бизнесмена. Это дать любовь и благодарность и, ^{это} очень важно делать этот, или вы не будете очень популярны! А думаю, что это

7 отключено идея из-за работа девушки делатот с детьми и в доме.

К тому же, в Санкт-Петербурге, из-за экономическ~~ого~~ климата, много людей хотят получать деньги в магазинах. Это это обывка, которая развивала из-за того, что экономика является сейчас очень плохо. • Много больше и больше люди не смогут сводить концы с концами, и поэтому нужен нужны больше физические деньги. Конечно я думаю этот это очень не хорошая ситуация, но

69 Надо помогать людям Санкт-Петербурга с проблемой. Также, это меньше трудно платить с деньгами!

На 14ое февраля в Санкт-Петербурге, это "день Билли". Этот от другие части мира но стали большой эвент в России. Это традиция создавать Билли сегодня, и тоже называют "Лента" когда некоторые люди не ездят вля больше чем месяц. Это очень хорошие - знатные фестивал, и это где я живу (в Великобритании) мы также

63
имеет силу! Я думаю, что это
очень "без-Неразумный" вопрос ~~для~~
для всех!



ResultsPlus

Examiner Comments

This candidate has clearly done some research although some of the information is inaccurate. There is a lack of specific vocabulary for the chosen traditions and the mention of why they are important is not explained fully. The second tradition is difficult to understand. This essay scores at the bottom end of the 19-24 box for Reading, Research & Understanding due to this. The candidate would benefit from practising essays which covered the main areas of study referred to in the specification. Overall, this is a fair attempt.



ResultsPlus

Examiner Tip

Teachers and candidates should make sure that they have prepared the full range of aspects of the specification requirements for the Research-Based Essay. Candidates offering a geographical region should be able to write comfortably on key people, events and issues (demographic, environmental, economic, social and political), and the customs, traditions and beliefs of people from that area. They should be able to explain, in every case, why they think something is important or interesting, offering their own opinion or analysis of the facts they present.

Question 3(b)

As last year, this question was a popular choice amongst the Research-Based Essay questions. Candidates were required to discuss a year from the historical period which they had studied and explain why they consider that year important. As expected, the most commonly chosen years were 1917, 1941, 1945 and 1991. Other common choices were 1812, 1861 and 1961 with some timely essays about the impact of Gagarin's space flight. Some candidates had clearly researched a period in history but did not manage to confine their essay to only one year from that period. This often happened with essays on the Siege of Leningrad where the candidates often had a shaky grasp of the timeline of events and so referred to events from the whole period of the 872-day siege or to the siege in a generic way, without mention of a particular year. A small, but not insignificant number of candidates had not been prepared for the examination at all and so wrote in very general terms about their chosen period without reference to factual information or with much factual inaccuracy. Such answers did not score well for Reading, Research & Understanding. The majority of candidates scored in the 19-24 or 25-30 boxes, but those essays which do not contain analysis or opinion could not score more than 18.

This candidate successfully describes a year in the Siege of Leningrad (the winter of 1941-1942) and explains why this period was particularly important and the end of his / her essay.

В течение Великой Отечественной Войны, Блокада Ленинграда началась когда фашистские Нацисты атаковали город на севере Советского Союза 8^{го} сентября 1941^{го} года. Осада продолжалась девятьсот дней и закончилась 27^{го} января 1944^{го} года. В этом очерке, я буду говорить о зимних месяцах 1941-1942^{го} года. (3)

Эта зима была особенно холодная в Советском Союзе, температура было минус 40 градусов. В этом периоде, много людей погибли от холода потому, что было мало топлива в городе. Трагедии Ленинграда умерли также от голода потому, что рационы были очень маленькие, самый низкий ~~раз~~ ежедневный паёк было 125 граммов хлеба. Те, кто умер хоронили в братские могилы, как известный Тискаревские Кладбище. (5)

Зима не вейчас враг Ленинградцев. В ноябре 1941^{го} года, холод ~~был~~ позволил открыть дороги через лёд Ладожского озера к стране

чтобы приносить запасы пищи и топлива в город для граждан. Эта ледовая дорога называлась "дорога жизни". ~~Вместо того~~ Вместо того, чтобы есть не вкусного хлеба, Ленинградцы могли, бы есть мясо, масло и сушеный лук. Дорога жизни помогла. Нацистами часто потому, что немцы хотели, чтобы граждане Ленинграда сдавали и умерли от голода. ~~Нацисты~~ Нацисты также обстреливали Ленинград каждый день. (66)

В заключение, с моей точки зрения, я думаю, что это было особенно важный год в блокаде Ленинграда. Это потому, что хотя много людей погибли из-за зимы, ей помогала ~~другие~~ другие выжить потому, что запасы могли, бы быть приносили в город. (38)

199 слов

Библиография.

- Интернет :- 'Блокада. narod.ru'
- Фильм :- "Ленинград" - Александр Буравский 2009
- Книга :- "Ленинград в борьбе. Месяц за месяцем 1941-44 С. Петербург" - 1994.
- Дневник ТТани Савичевой.



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Examiner Comments

This is an excellent attempt and the candidate has clearly researched the topic thoroughly, including a bibliography at the end. Most of the factual detail is accurate and the general sense is of an essay which is accomplished. The essay is perhaps a little descriptive and more could be made in the body of the essay of why the particular events described were important or significant. This essay scores in the lower end of the 25-30 box for Reading, Research & Understanding and the scores for Organisation & Development and Quality of Language are also high.



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Examiner Tip

Make sure you give your own opinion and analyse the facts throughout. If you are unsure how to do this effectively, use a 'point, evidence, explain' approach: state your point (e.g. 'the winter of 1941-42 affected the years which followed significantly'), state some evidence (e.g. 'many people died of hunger and cold but survivors say that there was still hope') and then explain why you think it could be important (e.g. 'I think this is important because it perhaps made many people more determined to survive and, eventually, this meant that the siege was broken').

Question 3(c)

This question required candidates to describe a problem of modern-Russian speaking society and explain why they think that this problem is important. This question was much more popular than last year, moving from the least popular to the second most popular area of research behind question 3d. The most popular topics for learner candidates were once again alcoholism in Russia, neo-Nazi groups and terrorism in Russia. More original topic choices were single-parent families, Russian orphans, the falling Russian population and the problem of migration. Fairly often the candidate lost marks because the essay discussed the problem and what the government should do to solve it as opposed to stating why it was important in the first place. Many candidates succeeded in presenting a measured treatment of the issue which they had chosen, although some essays seemed worryingly oversimplistic, such as those which blamed all of Russia's problems on immigrants from former republics of the Soviet Union or those which suggested that alcoholism affected all Russians. The best essays demonstrated research because they included statistics, factual information and analysis; some of the lowest scoring were simply opinions with nothing to back them up.

The two example answers to this question which follow are essays on corruption in Russia. In this one, the candidate argues that corruption is an important problem because it affects all levels of society.

Я буду говорить о коррупции в современном
русскоязычном обществе. ~~По моему~~ По моему коррупция
очень важная проблема в ~~русском~~ ^{России} обществе потому что
это существует в всех частях русского общества.
Например, всегда вы видите 'спорком.ру'
Россия не ~~только~~ имеет самую высокую коррупцию страна
в мире, особенно в спорте. ^{Когда ты идёшь на бесплатные}
^ \$2 миллиардов был забран на выборы
демократии в Москве в прошлом году.

это значит, что это очень важно жить в России

сейчас, если ~~всему~~ ^{бы} ~~то~~ ^{то} не было такое. Так люди

очень бедны, и такое безработица. Например, по-прежнему

^{мало} МВТ ^в 8.3% и много население работ много работало

это потому что ~~в~~ ^в России ^в году

миллиарды. В это потому что потому русские могут

абсолютно. ~~Противоположно~~ ^{это} можно даже для противоположно

государство деньги на миллионы ~~для~~ ^{для} ~~официально~~ ^{официально}. Тогда

us. неограничен ^{на} ~~судь~~. это значит, что противоположно

хотела ~~судья~~ ^{судья} ~~на~~ ~~судь~~ ~~или~~ ~~год~~ ~~вот~~ ~~на~~ ~~арма~~ [?].

us. ~~На~~ ~~мне~~ ~~быстро~~, ~~это~~ ~~безработица~~. Коррупция большая

проблема ~~судья~~ ~~потому~~ ~~то~~ ~~на~~ ~~мне~~ ~~потому~~ ~~то~~ ~~это~~

~~не~~ ~~возможно~~ ^{для} ~~судья~~ ~~то~~ ~~то~~ ~~тогда~~ ~~один~~

бизнес, как бизнес ~~дело~~ ~~или~~ ~~бизнес~~

директора. это значит, что россиянам обещали

это можно. как ФУФА, с ~~за~~ ~~с~~ ~~цен~~ ~~Бизнес~~ ~~и~~ ~~с~~

например, Владимир Путин саму ~~зачем~~ ~~тогда~~

в России, и эти от сугубо абстрактна на комби
 зрабмев тасбек гда от гантина брнга.
 на на ^{конеч} ^{конеч} ~~конеч~~, ~~копиратра~~ по-моему ~~копиратра~~
 комби зрабмев проблема в российском обществе.
 я думаю от сугубо это, потому что ~~копиратра~~
 в бие снов в обществе это ~~беснсе~~ в
 пров речиски как ~~нефити~~ и ~~зета~~ ~~загоб~~, ^{к сожалению} ^{но} ^{нравится}
~~копиратра~~.



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Examiner Comments

This candidate makes a reasonable attempt and scores in the 13-18 for Reading, Research & Understanding. There is much factual information, but the essay is not as well organised as it could be (5-6 for Organisation & Development) and the language sometimes impedes comprehensibility (3-4 for Quality of Language). The reason that this essay does not score higher is because the candidate's analysis of the importance of the problem is not developed beyond a few lines. There is a mention of corruption meaning that poor people cannot better their lives, which is interesting and relevant, but the language prevents the candidate from really succeeding in communicating his / her understanding of the depth of the issue.



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Examiner Tip

Make sure you plan where you will include your analysis before you begin.

In contrast to the previous essay, this candidate (who has probably done just as much research), clearly explains that corruption is an important problem because of the effect it has on the economic development of the country.

Затормозит

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question number: Question 3(a) Question 3(b)
 Question 3(c) Question 3(d)

С моей точки зрения, коррупция является ~~одной~~^{одной} из самых серьёзных проблем в современной России. По данным 'Transparency International' за 2008 год, Россия в последние годы входит в десятку наиболее коррумпированных стран мира, соседствуя такими странами как Непал, Танзания и Кения.

Коррупция распространяется во всех слоях общества. В основном коррупцию контролирует мафия, организованные формы преступности в том, включая торговлю наркотиками, торговлю оружием и контроль над prostitutions. Мафия прочно внедрилась в российскую экономику. По данным МВД, мафия контролирует ~~более~~ деятельность половины частных фирм, каждое третье государственное предприятие и до 50 от 85% банков. Эту проблему важной так как это серьёзно подрывает экономическое развитие страны. Так как, огромные деньги, вынутые из ~~этой~~ федеральной финансовой системы. В результате, разрыв между бедными и богатыми расширяется - огромная

Социальная проблема в России.

К тому же, из-за влияния мафии, мильиона, призвана защищать население, погрязла в коррупции. Российские милиционеры привыкли собирать 'дань' с народа, и поэтому многие люди, совершившие преступления, остаются безнаказанными. Следовательно 70% россиян не доверяют милиции или суду. Эту проблему важной так как богатые люди не наказывают, когда ~~бедные~~ бедные люди, которые не совершают преступления, вынуждены голодать.

Главная причина для этого распространённого коррупции, политическая обстановка страны, которая изменилась после распада Советского Союза.

Исходя из вышесказанного можно сделать вывод что государству надо признать проблему коррупции. Прежде всего

надо действовать сейчас как можно скорее, иначе будет слишком поздно.

194 words



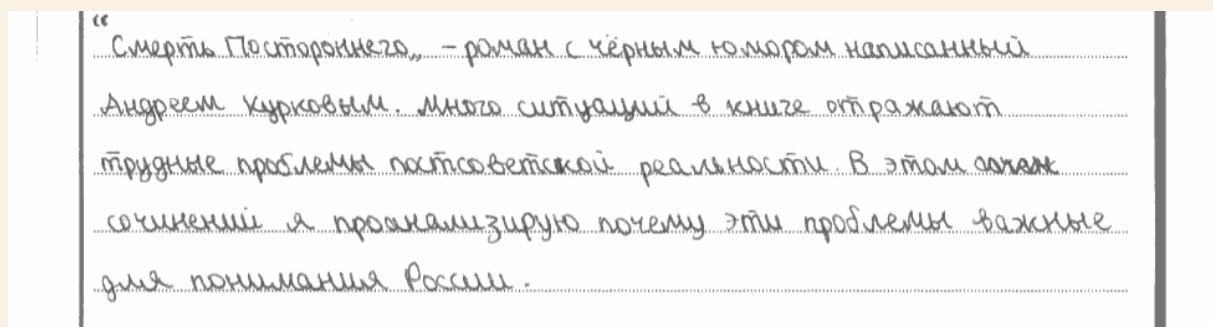
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Examiner Comments

This is an excellent example which scores in the 25-30 box for Reading, Research & Understanding. The arguments and analysis are sophisticated and the candidate explains the impact of corruption on society in general, as opposed to the individual, as in the last essay.

Question 3(d)

This question required candidates to choose a book, play or film which they have studied and discuss how culture and society are reflected in it. They were required to explain why they consider this aspect of the book, play or film to be important. In essence, examiners were looking for candidates to explain about the cultural or social context in which the work was set or something about the historical setting which is reflected in it. This was by far the most popular Research-Based Essay question and, as last year, there were some outstanding answers. A wide range of literature was featured once again, with some centres taking advantage of the open choice and lack of 'set texts' to study some quite different books. It continues to please the examiners to see that the study of literature at Advanced Level in year 13 is alive and well, and that candidates are engaging with some quite linguistically challenging, but certainly culturally interesting, work. The most popular prose works studied this year by learner candidates in schools were Pushkin's "Пиковая дама", Turgenev's "Первая любовь", Varanskaya's "Неделя как неделя", Chekhov's "Дама с собачкой" and Zamyatin's "Мы". There were more essays on Bulgakov's "Мастер и маргарита" and "Собачье сердце" than last year, and one centre had chosen to study Andrei Kurkov's novel "Смерть постороннего" and candidates reflected on the nature of isolation in post-Soviet society. As last year, Chekhov plays remain popular with centres, with "Дядя Ваня" and "Вишневый сад" being most common. Gogol's "Ревизор" remains popular with some and produced some excellent answers to this question. There were, once again, some very good answers on more ambitious texts such as Tolstoy's "Война и мир" and Dostoevsky's "Преступление и наказание". As last year, the most popular film choices were "Утомлённые солнцем" and "Москва слёзам не верит". Overall, candidates showed an impressive ability to identify the cultural and social threads which were running through the work they had studied, plan a well-structured essay which incorporated an analytical stance and use a variety of structures and lexis. Some centres have become adept at training their candidates to write in detail, use short quotations and analyse thoroughly. Weaker or untrained candidates often retold the story and offered little insight or opinion. Centres are reminded that quotations and proper nouns are not included in the word count for Section C (all questions) and so in question 3d candidates should be encouraged to quote (briefly) from the text to support the points which they make.

This candidate has chosen Kurkov's "Смерть постороннего" and discusses how the writer depicts the problems of post-Soviet society and how they are important for our understanding of modern Russia. The introduction and conclusion are given here as excellent examples.



“Смерть Постороннего, – роман с чёрным юмором написанный
Андреем Курковым. Много ситуаций в книге отражают
трудные проблемы постсоветской реальности. В этом анализе
сочинении я проанализирую почему эти проблемы важные
для понимания России.

Взяв во внимание эти аспекты, я прихожу к заключению
что бесценные жизни, мерзавцы отражают проблемы
постсоветской России. Этот аспект очень важный
~~как~~ ^{так} это раскрывает нам внутренний мир
людей, живущих в сложное переходное после перестройки.



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Examiner Comments

Although this candidate does not mention the words 'culture' and 'society' explicitly (which would usually be encouraged), the essay does address exactly these issues. The conclusion, in particular, addresses why the aspects of the novel which have been discussed are important. The essay scores in the 25-30 box for Reading, Research & Understanding.



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Examiner Tip

Prepare some short quotes from your chosen book or play - this will enable you to illustrate your points more effectively. Make sure you refer to the question explicitly in your answer.

This candidate has chosen "Утомлённые солнцем" and discusses how Stalin's repression and terror is reflected in the film.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

- Chosen Question number: Question 3(a) Question 3(b)
 Question 3(c) Question 3(d)

Документальный фильм "Утомлённые солнцем" рассказывает историю 1936-2, во время которой происходили репрессии (давление и преследования). Фильм рассказывает "напряжённую атмосферу жизни в то время".

В фильме, особенно заметно репрессии и борьба с врагами. Кемпферы, зловещие зоркие коты, безжалостные казни, всё это показывает репрессии во время борьбы с врагами и камикадзе. Это рассказ о революции и борьбе с врагами и камикадзе. Это рассказ о революции и борьбе с врагами и камикадзе.

~~Кемпферы и коты, казни и камикадзе~~

Также, в фильме это показывает союзники и враги. В фильме есть коты, как и зловещие коты и камикадзе и камикадзе. Это показывает репрессии и борьбу с врагами и камикадзе.

Но также это показывает классы и репрессии камикадзе. В фильме репрессии и борьбу с врагами и камикадзе.

Кемпферы и коты, казни и камикадзе

Фильм с прекрасной работой создателя фильма и актеров.
Сюжет развивает сюжетную линию, показывая как
ОМ в жизни и в жизни человека. История за историю,
и как ОМ развивался в жизни и в жизни.
Красивая, очень красивая картина, очень,
многого показывает, многого, и т.д.

В заключение мне хотелось бы сказать, что
на мой взгляд, картина очень хорошая, ^{показывает}
красивую и интересную с развитием сюжета.

** Углубление

* и комментарий



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Examiner Comments

This is a good essay (it scores in the 19-24 box for Reading, Research & Understanding) which is a useful example of one which could be improved quite easily to be in the top box (25-30). The addition of short quotes or descriptions of what happens to back up the points made, and greater mention of the metaphorical level of many of the film's events would have made it more successful.



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Examiner Tip

For the literature option, detailed knowledge of the text is what is meant by 'clear evidence if in depth reading and research.' Candidates do not need to have studied secondary literature to gain the highest marks, although this can always give further insight and might present an opportunity for stretch and challenge. Some centres choose to study an additional text which relates to the first, such as Chukovskaya's "София Петровна" to accompany "Утомлённые солнцем" and this is an effective approach for more able candidates.

Paper Summary

Overall, the vast majority of candidates succeeded in demonstrating their excellent knowledge of Russian on this paper. They were a genuine credit to their teachers and schools and the examiners very much enjoyed reading the range of creative, discursive and Research-Based essays. It was, once again, very encouraging to see so many A2 candidates who have a command of Russian which is to be admired and who had in-depth understanding of many aspects of Russian history, culture and society. The study of Russian at Advanced Level is clearly alive and well in centres across the country, with candidates of the full range of linguistic and analytical ability, and this is very pleasing indeed.

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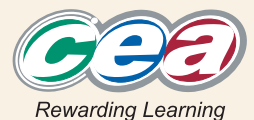
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