

Examiners' Report June 2013

GCE Russian 6RU04 01

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Introduction

The range and quality of responses offered in the fourth year of this advanced level unit once again provided the examiners with genuine pleasure. Centres have prepared candidates well, and teachers have clearly developed considerable expertise in advising their students how to tackle the questions. Careful heed has been paid to advice offered in the examiners' reports from previous years, and this was clearly in evidence in students' work. The three sections of this unit (section A - translation, section B - creative/discursive essays and section C - Research-Based Essay) have differing requirements and the vast majority of learner candidates who have been taught in schools once again showed an impressive command of the grammar and lexis required at this level. In many cases, candidates wrote very interesting and informative essays and backed up their opinions in the RBE with detailed factual information or quotations. The best discursive essays were persuasive yet balanced, and the best creative work was lively yet focused.

This unit requires candidates to answer three questions in two and half hours. The translation (section A) is worth 10 of the 100 marks available and the proportionate amount of time to spend on it would be 20-30 minutes. Section B and Section C are each worth 45 marks, so an hour on each of these would represent an appropriate division of time. This year there were hardly any candidates who had not spent enough time on section C and this would indicate that they are being well trained in time management in the examination.

The number of answers to question B and C which were overlong continues to reduce. The majority of overlong answers appear to be from native or near-native speaker candidates who have not been taught or offered advice on the examination by their centres. Examiners would like, once again, to remind centres that the upper word limit for these sections is 200 words. Examiners stop reading at the end of the sentence in which the 200th word lies. This may impact candidates who have not had appropriate guidance and have therefore written overlong essays. In both Section B and Section C, overlong answers lost marks for Organisation and Development, and it was also often true that they failed to answer the question fully, as key information was contained in the section which lay beyond the word limit. Centres and candidates, especially non-learners in centres where Russian is not taught, should note that there is more space provided than is usually necessary for 200 words and that the space is not an indicator of how much candidates should write. There were very few short answers, as always, but where an answer was short, it often contained very little information or argument and therefore 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 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.

Overall, the vast majority of learner candidates who have studied Russian in schools were once again very successful in demonstrating how they are able to manipulate the language to suit their needs. These candidates can be seen as a real credit to the many outstanding teachers of Russian across the country who work tirelessly, often in isolation, to keep Russian on school curricula. It has been a true inspiration to read the excellent work which these teachers' candidates have produced this year. The in-depth understanding of aspects of Russian history, culture and society which so many candidates demonstrated shows that teachers continue to present candidates for examination who have developed a real passion for all things Russian. This can only be good for the future of the language in schools in the UK. The GCE Unit 4 examining team would once again note that the study of Russian at Advanced Level does genuinely seem to be alive and well, and the credit for this goes to those who work with candidates every day, and prepare them so effectively.

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 10 is awarded based on the number of correct elements (see the mark scheme). For an element to be considered correct it must have all the details contained in the English original (i.e. no word omitted) and all the grammatical endings (case endings, agreements and verb endings) had to be correct. One spelling or 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 at this task, although the range of marks awarded was wide. Very many learner candidates were able to gain 7 or 8 marks, but very few learners succeeded in achieving 9 or 10. Many native speakers once again lost marks through insufficient attention to detail of the English passage, for example omitting 'every year' from the second paragraph. Those with very little ability to manipulate the grammar of the language scores very low marks, perhaps 1 or 2, despite knowing a great deal of the required vocabulary. As has been said before, this question is chiefly a test of the grammar in the A2 specification and those who have not mastered this will not perform well.

Candidates faced the most difficulties with the following elements:

- 'on holidays' was translated in a wide variety of ways, with 'в отпуск', 'на каникулы' and 'на отдых' being amongst those accepted. The problem for learner candidates was often ensuring the correct use of the accusative case after the correct preposition.
- 'which were organised' led to a wide range of responses, and many candidates have clearly been trained in using or avoiding passive constructions following advice in previous examiners' reports.
- 'by their factories' was not always well translated, with very many native speakers offering the colloquial 'ихними фабриками', which is not a pleasing development. Some learners offered various prepositions to translate 'by' ('от' being the most common) and it may be worth centres training candidates to translate a passive agent using the instrumental case correctly.
- with 'a trip to the West', examiners found that a surprising number of candidates, learners and non-learners alike, had difficulty recalling the correct Russian for 'West' (and, also 'South' in a later element of the translation). Many had clearly struggled, changing their mind several times, and at the end settling for 'на Западе' instead of the required 'на Запад'. Points of the compass clearly represent a vocabulary gap at A Level for many.
- 'at their dacha' caused many candidates to insert 'их' when 'своей' would have been preferred, and the accusative case was often used here instead of prepositional.
- 'by the Black Sea' was well translated by some, with 'на' and 'у' being acceptable prepositions with the prepositional and genitive cases respectively, although many candidates did not get the genitive adjective ending correct or struggled with a the neuter noun ending in '-е'.
- 'Turkey' was not known by many candidates and they offered suggestions such as 'Туркия' and 'Туркий'.
- 'is the favourite place' was often well handled, with many candidates offering constructions with 'является' correctly followed by the instrumental case, although adjectival agreement across the cases is still an area which requires work for many candidates.

- 'of visitors to Germany' led to a range of translations, and a large number of errors. Many of these revolved around the selection of a word for 'visitors' and then forming its genitive plural. Some who settled on 'посетитель' then forgot the genitive plural of soft sign nouns and ended up with 'посетители' or 'посетителей'. Both accusative and prepositional cases after 'в' were accepted for 'to Germany', although these were not always correctly rendered. The best candidates spotted that the genitive could be used here: 'посетителей Германии'.
- 'In 1995' was well translated, although some candidates took the decision to write the numbers out in words and then lost marks because they did not do this correctly.
- '3 million Russian citizens' was perhaps the most difficult and so poorly translated element in the passage, with most candidates knowing the required vocabulary, but not having the grammatical knowledge to use the genitive singular 'миллиона' after the numeral '3', or to get the correct genitive plural 'граждан'.
- 'travelled abroad' was well translated in many cases, although 'abroad' was difficult for some candidates. Both accusative 'за границу' and instrumental 'за границей' were accepted after 'путешествовали'.
- 'by 2006' was translated much better than last year's 'by 2050', with 'к 2006' and 'в 2006' accepted. Some candidates were still not able to translate this element correctly, even though they did not have to use 'году' or the correct ending '-ому' on the year to gain the marks.
- 'three times higher' presented a problem for many learner candidates who did not know to use the preposition 'в' with 'раз'.

This candidate shows a good knowledge of vocabulary in general but shows many of the errors outlined above, as well as some others.

SECTION A: TRANSLATION

Question 1

Translate the following passage into Russian.

Thirty years ago, Soviet ^{рабочник} workers often went ^{выходили} on holidays which were organised by their factories. A trip ^{актив} to the West was difficult and Russians usually spent the summer at their dacha or sometimes by the Black Sea in the South.

Nowadays Russians travel everywhere. Turkey is the favourite place to relax, but the majority of visitors to Germany each year are from Russia. In 1995, 3 million Russian citizens travelled abroad. However, by 2006 this number was three times higher.

За 30 лет, советской ра советск^{ии} рабочие ^{часто} ~~часто~~ ездили ^{по} ~~часто~~ выходным которые организовали заводом. Экскурсия на работу была трудна и русские ^{не} ~~не~~ люди обычно тратят летом на их ^{дачах} ~~дачах~~ или иногда около черной мор в юге.

В наши дни, русские ~~люди~~ русские люди путешествуют ^{места} ~~туда~~ ^{предпочитают} ~~туда~~ ^{предпочитают} ~~туда~~ ^{места} Турция - ~~предпочитают~~ ^{предпочитают} ~~туда~~ ^{места} отдыхать, а большинство ~~предпочитают~~ ^{предпочитают} ~~туда~~ ^{места} посетительной на Германия каждый год из России. В 1995 году, 3,000,000 русских людей путешествовали за границу. Однако, к 2006 это число было три раз ~~больше~~ ^{больше}.

Gen. Nom.	(S)	(Pl)	Adj.	(S)	(Pl)
	а	ов, ев, еи		оно/ево	} six ix
(M)	а	} cons а = в vowel а = и б = еи	(M)	ой/ей	
(F)	а		(F)	оно/ево	
(N)	а	-о е = еи и = ии	(M)		

посещать - to visit? Германия → acc. (NOM ending) → no change

посетителем - visitor Германия = германцы

к = by. за границей / за границами?!

предл. NOUN Pl. ADJ. 2009-2010

ACC NEUTER NOUN? INAN ил.

предпочитает - to prefer

предпочитает



ResultsPlus
Examiner Comments

This answer scores 6 out of 10. The vocabulary is good, but prepositions and case endings are weak. An attention to detail of grammatical endings would have enabled this candidate to score more marks.



ResultsPlus
Examiner Tip

Special attention should be paid in teaching to Russian prepositions and their use, particularly those which are used with two different cases. Prepositions feature in the translations every year and often present difficulties.

This is an example of a very good translation. The candidate has a strong grasp of vocabulary and grammar required at A2 level.

SECTION A: TRANSLATION

Question 1

Translate the following passage **into Russian**.

Thirty years ago, Soviet workers often went on holidays which were organised by their factories. A trip to the West was difficult and Russians usually spent the summer at their dacha or sometimes by the Black Sea in the South.

Nowadays Russians travel everywhere. Turkey is the favourite place to relax, but the majority of visitors to Germany each year are from Russia. In 1995, 3 million Russian citizens travelled abroad. However, by 2006 this number was three times higher.

Тридцать лет назад, советские ^{работники} работники часто ездили на отпуски, которые были организованы их фабриками. Поездка на запад была трудной, и русские обычно проводили лето на их даче или иногда у Черном Морем на юге.

В наши дни, русские путешествуют везде. Турция - любимое место отдохнуть, но большинство посещающих к Германии каждый год из России. В 1995 году, три миллиона русских жителей путешествовали за рубежом. Однако, к 2006 году это число было в три раз ~~выше~~ выше.



ResultsPlus Examiner Comments

This translation scores 8 out of 10. There are a few case errors, but overall this is an excellent effort. The candidate's understanding of how passive constructions are rendered, as well as a command of case endings has enabled him / her to score well.



ResultsPlus Examiner Tip

Make sure that you understand how the possessive pronouns 'свой' and 'их' should be used in this translation.

The final example is an accomplished translation.

SECTION A: TRANSLATION

Question 1

Translate the following passage **into Russian**.

Thirty years ago, Soviet workers often went on holidays which were organised by their factories. A trip to the West was difficult and Russians usually spent the summer at their dacha or sometimes by the Black Sea in the South.

Nowadays Russians travel everywhere. Turkey is the favourite place to relax, but the majority of visitors to Germany each year are from Russia. In 1995, 3 million Russian citizens travelled abroad. However, by 2006 this number was three times higher.

Тридцать лет назад, советские рабочие часто ~~уезжали~~ ^{ехали} на каникулы, которые были организованы их заводами. Поездка на Запад была трудной и русские обычно проводили лето ~~в~~ ^{на} дачах или иногда у ~~у~~ Черного моря на Юге.

~~В наши~~ В нынешний день, русские путешествуют везде. Турция – любимое место, чтобы отдохнуть, но ~~было~~ ^{ежегодных} большинство посетителей в Германию ~~каждый год~~ из России. В 1995 году, 3 миллиона ~~и~~ русских граждан путешествовали ^{*} за границу. Однако, у 2006 ~~года~~ года, эта цифра была в три раза выше.

* путешествовали



ResultsPlus Examiner Comments

This candidate scored 10 out of 10. There are still small number of errors which do not affect the grammatical endings, and one incorrect use of a preposition. Overall, the impression is of a strong command of noun and verb grammar.



ResultsPlus Examiner Tip

It is often useful to go through the passage carefully before beginning and annotate it with words which may cause you problems.

Question 2 (a)

Section B: Creative or Discursive Essay

In the creative essays in section B, the best essays (scoring 13-15 for Understanding and 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. Good answers to question 2c, the newspaper article, were interesting and engaging and written in an appropriately journalistic style. Almost exclusively, the creative essays were attempted by non-learner candidates who in many cases had not received sufficient guidance on what might constitute successful creative writing; candidates who choose this option should pay careful attention to planning of their work. Poorly planned pieces often contained lengthy scene setting or description of character but little action. Writing a successful piece of creative writing in 200 words is a challenging task and not something which should be embarked upon without first planning content or structure. There were very few completely irrelevant essays, although some were considered to be 'pedestrian' or failed to grab the examiners' attention. They usually scored no more than 7-9 for Understanding & Response ('satisfactory [...] response to stimulus').

The vast majority of candidates who have been taught Russian in schools wrote excellent discursive essays. There is a great deal of good practice in centres in evidence in the candidates' work. Many candidates wrote extensive plans on their examination papers and such good practice is to be encouraged as carefully planned essays were, in virtually all cases, more successful. Careful planning by candidates results in balanced discursive essays where the ideas are well thought through and it seems difficult to conceive of why a candidate would choose to launch into such a piece of writing without a plan. In order to score 10-12 or 13-15 for Understanding & Response, essays must be balanced and consider both sides of the argument. As every year, centres are strongly advised to take careful note of this requirement. Non-learner candidates taking GCE Russian, in centres where Russian is not taught, are significantly disadvantaged if they are not made aware of this requirement, and so write unbalanced essays. One-sided essays can score a maximum of 9 for Understanding & Response and some overlong essays were considered one sided as the entirety of the second half lay beyond the 200th word. Such essays scored a maximum of 9 for Understanding & Response and also for Organisation and Development, even if they were linguistically impressive. Balanced and well-structured discursive essays should have a conclusion in which the candidate comes down on one side or the other, but until this point, the best candidates remained neutral themselves and discussed ideas in abstract terms, avoiding the use of the first person. In order to score 9-10 for Range & Application of Language, learner candidates are encouraged to use wide or 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. They should be aware, though, that a string of such phrases is not able to make up for a lack of content or ideas; careful planning and consideration of the depth of ideas which the candidate has before beginning will result in a better essay across the board. Candidates should also be encouraged to ensure that they have sufficient topic vocabulary when they select a discursive essay to answer. It is perfectly possible for candidates to achieve 5 for Accuracy for their discursive essay; indeed many learner candidates did so. Accuracy does not have to be perfect to achieve this, but the essay must show an impressive command of noun and verb grammar and give the impression of accuracy throughout.

Question 2(a)

This question was very popular amongst non-learner candidates but there were very few answers from those who had learned Russian in schools. Candidates were required to present a creative piece in response to a picture of a doorway and the question 'where does this door lead?'. The range of answers was extremely wide, running from those who

imagined a castle occupied by knights and princesses, to imaginary futuristic worlds and secret gardens. Some answers contained a string of speculation about different things which might be behind the door and did not settle on a particular narrative. The best essays told the story of opening the door and passing through, and what happened after this.

This candidate tells the story of opening the door and descending into a cellar. The atmosphere is created extremely effectively and the piece is suspenseful and engaging.

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 2(a)

Question 2(b)

Question 2(c)

Question 2(d)

Question 2(e)

Question 2(f)

Question 2(g)

С грающим скрипом, дверь
поддалась. Темнота. Шагнул вперёд,
я спотыкнулась, не заметив ступеньки.
Моя рука скользнула по влажной,
холодной поверхности каменной стены.

Вернув равновесие, я начала
маневрировать свой путь вниз, так
как я надеялась что может - быть
в самом низу у меня получится
включить свет.

Моя рука случайно ударилась
об какой-то шкаф, и с него что-то
упало. По звуку, мне показалось, что
это стекло. Бутылка? Да, так
и есть. Приглядевшись в упор,
я увидела как из неё льётся
тёмная жидкость, и этот ручейёк
водопадами спускался по ступенькам.

45

89

Твёрдо решив дойти до конца, я последовала за маленьким, чётным водопладом, за этой извивающейся змеей. Вниз, вниз, пока не закончилась лестница. Там что-то было, блестящее. Жадно нащупывая находку руками, я чувствовала металл, провод, резину, колесо...

Кто-то здесь есть.

Я резко обернулась и вскрикнула - в дверном проёме стояла тёмная фигура. Она дёрнула рукой, и включился свет.

147

- "Мама?" - в шоке спросила я.

- "Что ты делаешь в вечном поезде?"

И в самом деле, осмотревшись вокруг, я увидела сотни бутылочек вина стоявших на дубинных полках. Некоторые покрытые толстым слоем

льми, другие, совсем новые блестящие
при ярком свете лампы.

185

- "Все таки мы не смогли его
спрятать..."

Вот так я нашла свой подарок,
мой ~~подарок~~ велосипед!

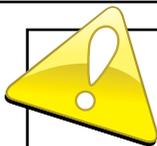
200



ResultsPlus

Examiner Comments

This is an excellent and original answer. It exemplifies the kind of creativity which scores 13-15 for Understanding and Response. We get a sense of suspense, of emotion and there is a neat completeness which is challenging within 200 words. At the end we are brought back to ourselves, after being taken on a journey by the writer. The vocabulary is sophisticated and the language is well manipulated to achieve the desired effects. This is not a learner candidate, but there is no reason why a learner could not have written something which is as well constructed and interesting to read.



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Examiner Tip

When writing a story, you need to think about character, scene and events (or plot). In 200 words, you do not have space to describe the scene except very briefly. It is best to jump straight into what happens, and that needs to be complete within the word limit. Suspense and surprise are good tools for this task.

Question 2 (b)

There were a number of interesting answers to this question and the famous person met in the street ranged from Russian footballer Andrei Arshavin to the writer J. K. Rowling. There was a tendency for answers to not be particularly creative and be rather trite or simply give a lot of factual information about the famous person, and sometimes the idea that the famous person was someone respected by the candidate got lost. Some candidates ended up telling the story of how they had fulfilled an ambition of theirs meeting the celebrity, such as seeing them in concert or performing with them on stage. One candidate chose Vladimir Putin as their hero and then interrogated him rather sharply on his human rights record.

This candidate tells the story of a meeting with the Lokomotiv Moscow player Roman Pavlyuchenko. The piece describes the initial apprehension of approaching the footballer, and the conversation with him. He is in town to play a charity match and the candidate and friends accompany him back to the stadium. On the way, they find out about Pavlyuchenko's interests outside of football, and they invite him to spend some time with them while in the town.

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 2(a)

Question 2(b)

Question 2(c)

Question 2(d)

Question 2(e)

Question 2(f)

Question 2(g)

КОГДА Я БЫЛ В ЦЕНТРЕ ГОРОДА С ДРУЗЬЯМИ, Я СРАЗУ
УВИДЕЛ ЗНАЧИМОСТЬ, КОТОРУЮ Я ОЧЕНЬ УВАЖАЮ. Я РЕШИЛ
ПОГОВОРИТЬ С НИМ, ТАК КАК ОН ВЫГЛЯДЕЛ ПОТЕРЯННЫМ,
КАК-БУДТО НЕ ЗНАЛ КУДА ИТИ. ЭТО БЫЛ РУССКИЙ ФУТБОЛИСТ
РОМАН ПАВЛЮЧЕНКО, НЫНЕ ВЫСТУПАЮЩИЙ ЗА МОСКОВСКИЙ «ЛОКОМОТИВ».
МНЕ СТАЛО ИНТЕРЕСНО, ЧТО ЖЕ ЗАНЕСЛО ЕГО В НАШ ГОРОД?
~~Я ПОДОШЕЛ К НЕМУ И ПРЕДСТАВИЛСЯ. РОМАН ОЧЕНЬ ОБРАДОВАЛСЯ, КОГДА~~
~~УЗНАЛ, ЧТО Я ГОВОРЮ ПО-РУССКИ И ХОРОШО ЗНАЮ ЭТОТ ГОРОД.~~
ВЫСНИЛОСЬ, КАК ВЫСНИЛОСЬ, ОН ПРИ ФУТБОЛИСТ ПРИЕХАЛ СЮДА
НА БЛАГОТВОРИТЕЛЬНЫЙ МАТЧ, ВСЕ СБОРИ С КОТОРОГО ПОЙДУТ В
ФОНД ПОДДЕРЖКИ ДЕТЕЙ БОЛЬНЫХ РАКОМ. ПОСЛЕ ТРЕНИРОВКИ ОН ПОШЕЛ
ПОСМОТРЕТЬ ДОСТОПРИМЕЧАТЕЛЬНОСТИ ГОРОДА И ПОТЕРЯЛСЯ, А

До начала матча оставалось чуть больше часа. Роман рассказал мне на каком стадионе они играют, и я вызвался его проводить. Мои друзья тоже присоединились к нам.

По пути на стадион мы расспрашивали Романа о жизни футболиста, о его семье, его увлечениях. Оказалось, он, как и я, любит заниматься картингом. Поскольку российский футболист планировал пробыть в городе еще пару дней, мы с друзьями пригласили его ~~покататься с нами~~

~~посоревноваться с нами на местном треке. На следующий день.~~ К нашему огромному счастью он согласился.

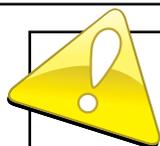
К этому времени мы уже были до стадиона. Роман поблагодарил нас, дал автографы и пригласил посмотреть матч. ~~Сказав что после может поиграть с нами в футбол. Мы, разумеется, согласившись, заплатили за билеты и пошли на трибуны.~~

Вот так, благодаря случайной встрече, я провел незабываемый день.



ResultsPlus Examiner Comments

This essay is a good example of an answer to this question where there is a successful narrative. It is not particularly suspenseful or exciting, and scores 13 for Understanding and Response, but it is complete and offers a neat resolution with the sense that it is the start of a longer story. It is not over ambitious, and the candidate has recognised what would be possible within 200 words. Questions form in the reader's mind and we are left wondering what might happen when the candidate next meets the footballer.



ResultsPlus Examiner Tip

Short creative essays can be more successful when there is some element of surprise, or where, although complete, they leave the reader with the sense that they are the first chapter in a longer story.

Question 2 (c)

This question required candidates to write a newspaper article in response to the headline given on the exam paper. It was the least popular of the creative questions, with very few answers across the whole entry for this exam. As with last year, the requirement to write a creative newspaper article was not always fully realised and some candidates wrote discursive essays or pieces where the register was not appropriate for journalistic style. Having said this, some of the most creative and interesting essays were in answer to this question rather than the other two creative questions. The most successful pieces were either travel guides from the future describing a tourist visit to the moon, or articles about the possibility of tourism to the moon in the near or distant future. The very best answers sometimes picked up on the reference in the title to Gagarin, and wrapped this up neatly in an engaging article about the next space race and missions to the moon and Mars.

This candidate writes a journalistic piece examining the possibility of tourist visits to the moon in the near future. We are asked to consider the training which astronauts undergo, and reflect on how many have dreamt of going into space. The role of business is considered. The piece shows some insight and is convincing as a piece of journalism.

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 2(a)

Question 2(b)

Question 2(c)

Question 2(d)

Question 2(e)

Question 2(f)

Question 2(g)

Поехали на Луну?

- Абсурд! Скажете все, однако, полеты за пределы нашей планеты далеко не обходятся фантастике, ежегодно около десяти космических кораблей вылетают из содружественной базы NASA в Америке, на борту каждого из них высаживается около пяти членов экипажа. С каждым годом это число увеличивается, с развитием в нашей области ^{новых} технологий мы можем отправлять людей на орбиту всё чаще и чаще, и в

скараи Будущим даже туристам!

На данный момент стать одним из
космонавтов полетевших на Луну очень сложно,
намного высшего образования и годов тренировок,
век, необходимо иметь знания в области
Аэрокосмтики, физике и даже Биологии.

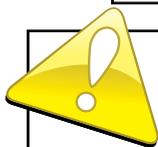
С таким набором навыков как же обычный
человек сможет попасть в команду и полететь
на Луну? Оказывается что по прогнозам
многих Будущих аналитиков спрос на
полёт в космос увеличивается день за
днём, а не хотите ли вы полететь на
Луну? Ответ очевиден.

Именно поэтому многие бизнес-компаниями
начали задумываться над проектами для
космос-туризма! По словам Ричарда
Брэнсона, одного из создателей "Virgin Space"
компания которая в недалёком будущем
сможет отправлять туристов на орбиту,
"нет ничего невозможного, ~~это знает~~.
Проект ~~мы~~ ~~действительно~~ ~~реализован~~ ~~на~~
лету в будущем, мечты покорение
космоса были у каждого в детстве, так
почему бы не воплотить мечту в реальность!?"



ResultsPlus
Examiner Comments

This answer would score 13 for both Understanding and Response and Organisation and Development. It is well written and the style is appropriate to a newspaper article.



ResultsPlus
Examiner Tip

Make your writing more like a newspaper article by using rhetorical questions or devices, addressing the reader (like the beginning of this essay), using quotes or speculating about outcomes. Think about things you have read in a newspaper and the kind of language that is used.

Question 2 (d)

This question, requiring candidates to reflect on whether world leaders should work together to solve the problem of global warming, was the least popular of the discursive essay titles. The majority of those who chose to answer it began by declaring that global warming is certainly a big issue and a problem which needs to be solved sooner rather than later. Most answers argued convincingly that, although on the one hand a small number of industrialised nations had caused global warming through emission of greenhouse gases, it is now the responsibility of all world leaders to deal with the problem facing them together. A number of candidates saw the issue from a slightly different angle, arguing that, whilst global warming is a problem, it is other problems, such as poverty, which world leaders should work together to solve first. The very best essays tended to make reference to a range of examples from existing political efforts, such as the Kyoto Protocol, and argued that world leaders should perhaps put aside economic arguments for maintaining the status quo for the good of mankind. They often concluded that, whilst in an ideal world leaders would work together, there is little chance of agreement and that unilateral action is needed now. Weaker essays tended to describe the effects of global warming, or wasted space discussing its existence or otherwise, without dealing with the issue in the question of the effectiveness of global co-operation.

This candidate has planned a logical argument and the plan is clearly visible on the exam paper. On the one hand, it is argued, global warming is a global issue whose effects will be seen in every country. They should all, therefore, work together to solve it. It is not something which can be solved by a few countries when larger countries, such as the USA, are polluting the planet. On the other hand, the candidate says, it would be very difficult to get the USA to think about the environment instead of about the economy, but this does not mean that other governments should not set a good example to them. Although there are other problems which might be considered important, we would not even be able to begin to solve them, we are told, until we have done something about protecting the planet. Every individual has a role to play.

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) | | |

PLAN - world leaders must work together to solve the problem of global warming. Agree? Why? Why not?

YES - global warming, so global problem. It affects every country in the world so it's everyone's problem.

- such a big problem can't do it alone
- no point some countries doing lots to help + big countries like America/China/Russia doing nothing
↳ eg. Kyoto Protocol, G20

NO - BUT it is first up to individual governments to set laws to prevent G.W. And then maybe other countries will follow

- it is also responsibility of individual to help planet.
- there are some issues (eg. poverty) which also need help
↳ BUT if don't save planet will not be able to help those in poverty.

Interesting - But how can we make countries like China/America stop desire for improving economy & concentrate on planet. → Lead by example.

Никто не может отрицать, что глобальное потепление ~~является~~ важную ~~и~~ проблему в нашей дни, но это ответственность лидеров стран ~~и~~ мира, нет? 19

Во-первых, мы должны считать, что из-за того что это глобальное потепление, это на самом деле глобальная проблема. Можно видеть эректы глобального потепления в каждой стране, и ~~так как~~ ^{так как} ~~потому~~ ^{потому} каждая страна ~~должна~~ ^{должна} помогать. 30

Более того, проблема глобального потепления насколько ~~и~~ огромная, ~~как~~ ^{так} вы не можете решить без помощи. Можно также сказать, что есть мало значимость если некоторые страны хотят чтобы защищали природу, если больше ~~и~~ ^и страны, ~~как~~ ^{как} например США, ~~и~~ ^и продолжают ~~загрязнять~~ ^{загрязнять} планету. 20

Но, как можно поощрять страны как США чтобы не думал о экономике, но о планете? Мне кажется, что другие правительства должны быть хорошо пример, и после может быть, что ~~и~~ ^и другие страны более интересуются ~~и~~ ^и защитаниом планеты также. 122

К тому же, существует ~~и~~ ^{другие} проблемы, например бедность, которые можно считать более важные. Но по-~~моему~~ ^{моему} моему, ~~и~~ ^и если 138

мы на спасаем планету, ~~бюджет не~~ ~~существует~~ бюджет
не существовать возможность помочь с
бедностью. Также, я считаю, что как ¹⁴⁹
граждане мира, это также наша ответственность
защищать планету. Например, не использовать
машину, ~~использоваться~~ принимать автобус! ¹⁶³
В заключение, хотя лидеры стран мира
должны работать вместе, это не всегда
~~это~~ возможно, так каждой правительством
должны играть их часть, чтобы глобальное
потепление не возрастало. ¹⁸⁸



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Examiner Comments

This is a very well-constructed argument, which considers all the main issues suggested by the question, from economic versus environmental questions, to collective versus individual responsibility. It does not dwell on the nature or effects of global warming, and offers two clearly credible sides of the argument. The conclusion that each government should play their part is a good one, and good reference is made back to the original question. The essay scores 13 for Organisation and Development and 13 for Understanding and Response. The quality of language here is a little weaker, and this does occasionally obscure the argument. Attempts are made at some complex structures, and the candidate has a range of essay phrases at his / her disposal. The mark for Range and Application of Language is 7 and for Accuracy is 3.



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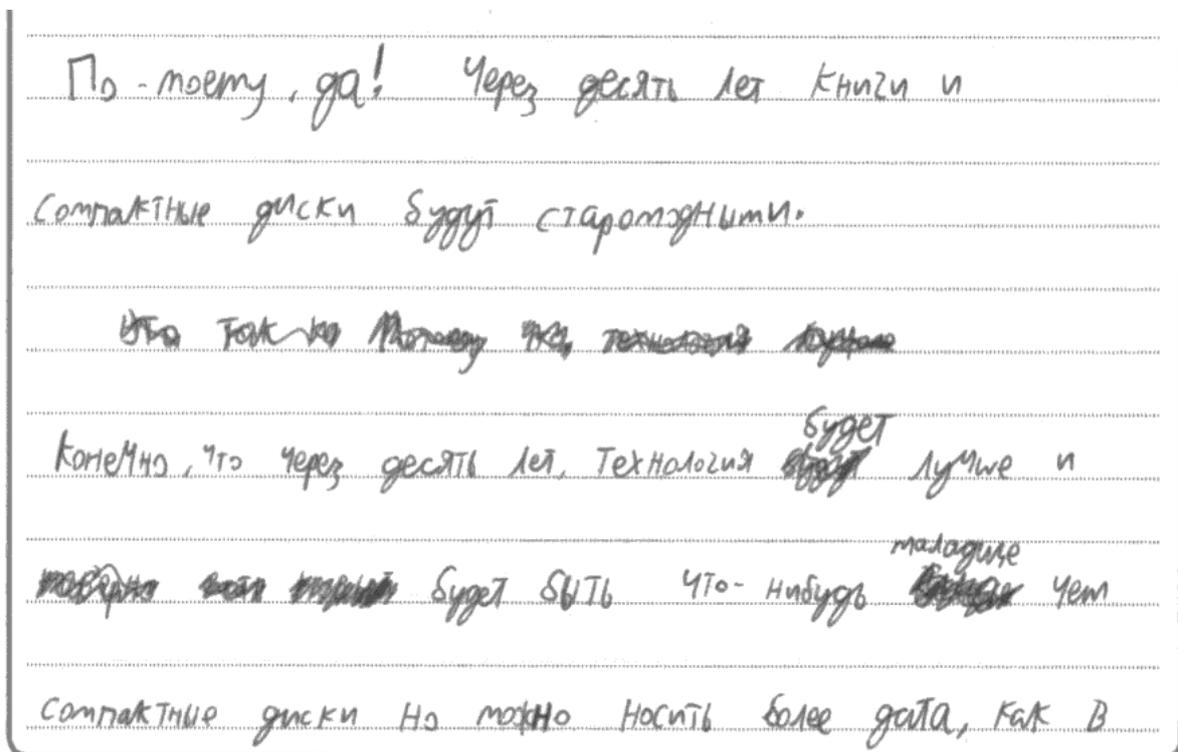
Examiner Tip

Make sure you plan your discursive essay thoroughly. A carefully planned argument, which brings in the main issues but does so in a sophisticated and not simplistic way, will lead to a better outcome. This candidate's plan is an example of how this might be done in the examination.

Question 2 (e)

This question, which required candidates to express an opinion about whether books and compact discs would be old fashioned in ten years time, was the second most popular option of the discursive essays. The vast majority of candidates suggested that, whilst compact discs are almost old fashioned already, especially amongst the younger generation, books had some sort of eternal relevance which would mean that they would never be considered to be completely obsolete. Often, candidates only considered the question from the point of view of their own generation, stating that no one uses compact discs nowadays, despite the fact that for some, they are a preferred method of storing music physically. Candidates frequently argued that nothing could beat the feel or smell of a 'real' book and that both CDs and books are collectable items for many people, which means that even though they are not the most convenient or easy way to store information (there was frequent reference to the poor storage capacity of CDs compared with memory cards and the fact that e-readers can hold thousands of books), both would be with us for some time yet. The best candidates considered the generational gap which could be said to exist where this question is concerned, and perhaps considered the health implications of the screens of electronic devices such as mobile phones or e-readers as negatives. There were a number of rambling essays to this question; perhaps this was the result of the possibility of arguing that the statement was true in part (e.g. for CDs, but not for books). This sometimes led candidates to consider too many different arguments and so lose marks for Organisation and Development.

This candidate argues from the beginning that books and compact discs will be old fashioned in ten years. The storage capacity of CDs is mentioned as a drawback, but the candidate then suggests perhaps it is more difficult to say whether books will be old fashioned. The advantages of e-readers are mentioned, together with reasons why some people prefer traditional books. The candidate uses a personal experience to explain why e-readers are preferable.



Наши дни есть USB.

Но книги, ^{это} трудно сказать. Существует уже планшеты,

где можно скачать много книг, чтобы читать когда

вы хотите, например, в Англии, самое популярно планшет

называется 'Kindle' и по-моему это лучший во всех?

С другой стороны, многие люди предпочитают иметь

реально книги, потому что, можно чувствовать бумагу и

это что многие люди нравится.

У меня ~~есть~~ ^{который} 'Kindle', и я люблю ~~его~~. Это очень

легко носить в ~~моей~~ ^{моей} сумка и можно скачать ^{около} десять

тысячи книги. Например, я жил в Москве за шесть месяцев

и я прочитал много книги, особенно когда я был

на метро за два часа каждый день между школа и

работа.

Без мой 'Kindle' я был без книги, и очень

горазд купить книги по-английский в России.

Но в конце концов, я думаю что, через десять лет

книги и особенно компактные диски будут старомодными.

Но книги будут быть в мире всегда в мире потому

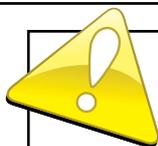
что все знает больше лучше чем слова на украине.



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Examiner Comments

This essay addresses the main arguments surrounding the question, but some attention is needed to better organisation of ideas. From the beginning, a stance is made clear, and the other side of the argument is only considered with respect to books (that some people prefer the feel of 'real' ones), but not with respect to CDs. The introduction is very definitely committed to one side of the argument, although the conclusion is less convinced. Clearer planning, and paragraphing, would have helped the candidate to organise the material clearly. The language is good, although the candidate would benefit from a range of phrases and structures which would be used to present a more formal register. The essay scores 12 for Understanding and Response, 10 for Organisation and Development, 7 for Range and Application of Language and 3 for Accuracy.



ResultsPlus

Examiner Tip

The best essays have introductions which do not state the side of the argument which you will come down on. Keep the introduction general; state the question and suggest that there are different opinions about it. Introductions should not be long; you should keep the space for examples when discussing the main points of the essay.

Question 2 (f)

This question on whether smoking should be universally banned was the most popular question in section B. Very many candidates had quite vociferous views, some of them were smokers who defended a right to smoke and spoke of a total ban being unmanageable. On this side of the argument, an outright ban was compared to prohibition in the USA, and it was suggested that it would simply lead to a black market in tobacco products. Many picked up the argument that there would be an economic effect of banning tobacco and that governments would be deprived of a great deal of tax revenue which should be spent on health care for smokers. On the other hand, it was argued, passive smoking represents a real danger, and whilst we have come some way by banning smoking in public places, it is now the threat to the children and family of smokers which should be addressed. For some, the opposite side of the argument was not that smoking shouldn't be banned, but rather that we should do something else to address public health problems. Obesity was mentioned as a bigger danger in some cases. The very best essays recognised that the tobacco industry has a financial interest in opposing a ban and came to the conclusion that without addressing this problem, a ban on smoking would be unworkable, even if desirable.

This candidate argues that smoking has numerous health effects and that a lot of money is spent by governments to deal with this problem. The effects of passive smoking are mentioned, as is the environmental impact. On the other hand, we are told, we have a smoking ban in public places which works well and that people have a right to smoke in their own homes. The tax revenue from smoking is mentioned as a reason why an outright ban would be undesirable.

Сегодня, много людей в мире курят сигареты. Однако некоторые учёные и политики думают, что ^{нужно} запретить курение. В этом сочинении, я буду обсуждать плюсы и минусы запрета.

С одной стороны, курение очень ~~важно~~ плохое для здоровья. Есть много научных фактов, ~~которые~~ которые показывают, что курение является причиной ^{реки} ~~реки~~ на самом деле, миллионы людей умерают каждый год благодаря тому, что они курят сигареты. Кроме того, правительство и больницы тратят много денег, чтобы бороться с проблемами ^{здоровья} ~~здоровья~~ курящих. К тому же, ^{здоровье} даже люди, не курящие могут быть в опасности также, из-за того, что сигареты загрязняют ^{воздух} ~~воздух~~. Поэтому, некоторые люди говорят, что ^{бы}

должны запретить курение - потому, что это вредно ^{для} ~~для~~ для всех.

Однако, с другой стороны, есть люди, которые ~~не~~ говорят, что запрет во всех местах слишком большо. У нас уже в Великобритании запрет на курение в социальных местах. Для некоторых людей, это достаточно — люди должны ~~иметь~~ ^{иметь} право курить в них дома если они ~~хотят~~ ^{хотят}. Кроме того, куралышки дают много денег правительству когда они покупают сигареты. Если бы мы ~~запретили~~ ^{запретили} курение, государство имело бы меньше денег и люди имели бы меньше свободы.

В заключение, мне кажется, что

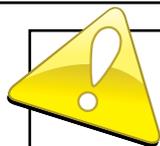
В заключение, мне кажется, что ^{у нас} уже успешный запрет для ^{курения в} ~~социальных~~ ^{социальных} местах. Даже хотя курение вредно, я не думаю, что нам надо запретить курение во всех местах.



ResultsPlus

Examiner Comments

This is a very good essay. The main points are clearly addressed and the candidate attempts to use a range of grammatical structures, including participles and conditionals. The essay would be better if some of the more subtle reasons for a ban being unworkable were mentioned. It scores 14 for both Understanding and Response and Organisation and Development, 9 for Range and Application of Language and 4 for Accuracy.



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Examiner Tip

Develop a range of essay phrases to use to help structure your arguments. Examples might be, 'надо задать вопрос', 'с одной стороны надо понимать', 'однакою нельзя забыть', 'из вышесказанного можно сделать вывод, что', 'ясно, что', 'прибавляя к этому', etc.

Question 2 (g)

The final discursive essay question was also a popular choice. Many candidates concluded both for and against tuition fees and some candidates related the arguments to the current situation in Russia. On the one hand, it was often argued, poorer students are put off applying to university if there are tuition fees, and that in the past free higher education was a right which has now been withdrawn unfairly. On the other hand, candidates argued that the quality of education would be lower if it were entirely state funded, and that in a time of financial difficulties, governments can no longer afford to fund education for all. Some candidates explained that free education would not be desirable because it would lead to a situation where students just went to university to enjoy themselves and not give much thought to their studies.

This candidate's essay is a good example of how a clear structure for a discursive essay and a range of higher-register phrases can help middle-ability candidates to score good marks. The candidate argues on the one hand, that education should be free because otherwise poorer students would not be able to afford to study. The system in the UK is compared with that in France and Germany, and then the candidate argues that the state cannot afford to pay for all and that the prestige of institutions such as Oxford or Cambridge might be damaged by free education.

Question 2(a)

Question 2(b)

Question 2(c)

Question 2(d)

Question 2(e)

Question 2(f)

Question 2(g)

В мире, сейчас, университетов очень много
 вопрос. Много университетов существует, ~~есть~~
 если они хотят учиться в университете,
 мне кажется это университеты не ~~а~~ заботой
 пожеланиями студентами, но деньги. Поэтому,
 университет не должно быть платно.

Всеголи самое, университетское образование,
 должно быть бесплатно для всех студентов.
 особенно в университете, потому что
 очень и так. Так же, ^{так же как} ~~так же как~~ ~~так же как~~
 социальные так же ~~есть~~ ~~так же как~~
 образование. Также, сейчас,
 университетские должны быть потому
 студентами из высшего класса было бы лучше
 чтобы платили. За платно платно, ~~есть~~ как
 германия и франция, ~~есть~~ у них бесплатно
 образование для студентов и иностранных
 студентами. Это было бы лучше если ~~есть~~
 селективная системой так же система.

Однako, с одной стороны, ~~эта~~ структура важна
планируя за дискурсивное задание. Некоторое
логику ~~с~~ структурой это, и дискурсивные точки как
акторы и кем-то не было бы там лучше
дискурсивные если дискурсивные дискурсивное
задание. Структура, например, например
Нужно дать тему это структура для структуры
и структура структура задание. Это пример к
проблеме проблеме, такие как, ~~как~~ ~~с~~ ~~с~~
перспектив, из-за того что тему структура
~~структура~~ структура уменьшается.

В заключение, я думаю что дискурсивное
задание важно для структуры. Там лучше
структура могут учиться с дискурсивные, ~~с~~
и ~~структура~~ структура не было бы проблема, это
было бы важно. Дискурсивные могут хорошая
хорошая структура для структуры.



ResultsPlus

Examiner Comments

This essay is by no means perfect, but it contains clear ideas and these are expressed well. The candidate sticks to a couple of points per paragraph and attempts complex structures to explain these. The essay is well structured and the conclusion is clear. The essay scores 12 for Understanding and Response, 10 for Organisation and Development, 7 for Range and Application of Language and 3 for Accuracy.



ResultsPlus

Examiner Tip

Candidates and teachers should prepare a range of model structures for the discursive essay and choose the best which works for them. The most effective do not have too many points - but the ones which are there are properly explained.

This candidate argues that, on the one hand, students should not pay for their education because it is a right for everyone, even those from households with low incomes. The fact that many students will go on to spend their careers giving back to society is a reason why they should not have to pay for their education. On the other hand, the candidate suggests that education is perhaps a privilege and not a right, and that if students did not pay, then universities would be underfunded and lecturers would not receive adequate salaries.

Сама собой разумеется, что вопрос платного университетского образования вызывает много разговоров в прессе и на общественности. В этом отношении, я хотела бы обсудить эту проблему, считая разные мнения.

С одной стороны, студенты не должны платить за университетское образование из-за того, что образование это право для всех; в результате этого, если молодой человек из ~~сельской~~ сел с низким доходом хочет поступить в ВУЗ, у него должно быть возможность к тому же, многие студенты хотят стать врачами, учителями или ~~другими~~ ^{хотят} профессиями в ~~других~~ ^{других} областях, помогающих обществу; поэтому эти добрые студенты должны платить за ~~необходимое~~ образование, которое необходимо для них?

С другой стороны, многие говорят, что университетское образование это ~~привилегия~~ привилегия, а не право, и так ~~некоторые~~ ^{так} студенты ^{так} надо платить, чтобы они были образованы в ~~высоком~~ ^{высоком} уровне. Кроме того, если бы молодые люди не платили за образование, ~~они~~ ^{они} свои университеты не могли бы быть ~~хорошо~~ ^{хорошо} оборудованы, и поэтому ~~качество~~ ^{качество} обучения страдало бы. В конце концов, важно платить чтобы ^{на} преподаватели получили ~~зарплату~~ ^{зарплату}.

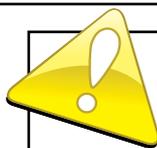
зарплату; никого не будет преподавать студентам⁶¹
бесплатно, даже если он ~~может~~ ^{он может его} ~~на~~ ¹⁶⁷ работу.

Исходя из вышесказанного, можно сделать вывод,
что это чрезвычайно важно, что студенты платят
за университетское образование ~~от~~ потому, что
система высшего образования зависит от денег
тех, которые ~~учатся~~ ¹⁹⁶ в университетах.
учатся:



ResultsPlus Examiner Comments

This is an excellent essay which combines clear arguments on both sides with adventurous use of more complex grammatical structures. In contrast to the previous example, the grammatical accuracy is outstanding. It scores 13 for both Understanding and Response and Organisation and Development, 9 for Range and Application of Language and 5 for Accuracy.



ResultsPlus Examiner Tip

In the introduction, avoid referring to yourself. Learn phrases such as 'some say that...' and 'others would suggest that...'. These distance you from the arguments and have the effect of making the register higher. A model introduction, worked on in class, can be used in each discursive essay with minor tweaks.

Question 3 (a)

Section C: Research-Based Essay

The Section C Research-Based Essay was, as last year, very well handled by a high proportion of candidates from those centres where Russian is taught in the curriculum. In nearly all cases, the essays from learner candidates were a pleasure to read and the examiners would once again like to express their gratitude to teachers for their excellent preparation of candidates for this section. Many candidates' essays demonstrated their considerable, in-depth research and showed an impressive command of language and structure. 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, essays need to offer opinion and analysis as well as factual content. This will usually involve stating a fact and then telling the reader what this fact shows us or why it is important or relevant. Conversely, the stating of opinion without sufficient evidence will also often lead to lower marks; their requirement for this unit is that candidates do detailed, sustained research in advance and come to the examination armed with facts which they then use to back up their analysis. Sadly, as in previous years, poor preparation for the examination (caused in the most part by centres entering candidates without any teacher guidance or any attention to the specification or this report) led to a number of candidates writing almost entirely irrelevant essays or essays which simply retold the plot of a book or film, thus scoring very low marks. A far smaller number of candidates wrote answers to 3(a), 3(b) or 3(d) 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.' The new rubric on the question paper explaining that essays must relate directly to a Russian-speaking country has helped considerably to alleviate this problem, but it is still surprising to read essays on the film 'Avatar' or Shakespeare's 'Romeo and Juliet'. 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, as usual, there was a range of interesting essays on the former Soviet republics for 3(a). Candidates are reminded of the importance of writing a structured essay in this section. Those candidates who had written detailed plans virtually always performed better, and the examiners again expressed surprise at the relative lack of such plans. There were many essays which gave lots of factual information but which were really, in essence, a regurgitation of all that is known on the topic or the plot of the book or film they had read; candidates must use their factual knowledge to answer the question and support their assertions if they are 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. Examiners were surprised at the increasing number of essays which show no evidence of paragraphing and attention to the order of the points being made. Centres are reminded that quotations do not count within the word limit and also that proper names need not be included. Very few essays contain a bibliography or sources of factual information. Whilst this is not a requirement for the higher mark bands, some 'facts' used by candidates did seem unlikely and proper referencing of sources would help candidates to prove that they have done extensive research.

Question 3(a)

This question required candidates to demonstrate their research about and understanding of a Russian-speaking geographical region or city, and specifically the environmental problems which the region or city faces. This addressed the requirement on page 42 of the specification that candidates study the environmental issues affecting their chosen region or city. Most candidates considered several environmental issues but some only discussed one. This was considered acceptable, but these essays were usually least successful. As last year, the most common areas studied were Moscow and St Petersburg, but there were a

good range of other cities and areas as usual, including the former Soviet republics, most commonly Kazakhstan and Ukraine.

Most candidates who discussed cities wrote about the pollution and bad air quality caused by traffic problems. Where this was done well, specific reasons associated with the specific cities were cited, as opposed to general statements about traffic jams which affect all major world cities nowadays. Those who have chosen Moscow or St Petersburg often discussed river pollution as a second environmental problem, with the best candidates who had actually research their chosen area giving specific examples of polluting factories. Where candidates offered generic answers which described environmental problems which could affect any city in the world, they could not score more than 13-18 for Reading, Research and Understanding - and they very often scored lower.

This candidate discusses the environmental problems facing St Petersburg. Specific details of the nature of the problems are given, with reference to factual detail. The candidate explains why the problem is considered serious and concludes with a rhetorical question which anyone responsible for the environment in the city might wish to ask themselves.

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)

.....

..... Я изучаю город Санкт-Петербург. Хотя считают Петербург

..... ^{России}

..... ~~одним~~ из самых небрежных городов, что касается окружающей

..... среды надо признаться, ~~видимых~~ что у него некоторые ^{важные}

..... экологические проблемы, которые я хотел бы объяснить в этом

..... сочинении.

.....

..... Прежде всего, несмотря на то, что Петербург имеет система

..... мониторинга атмосферного воздуха, в 2007-ом году вносятся

.....

города были 625 тысяч тонн, 92% которых ^{из} ~~сделан~~ создан общественный транспорт. Кроме того, в Нева реке активно транспортируются ежегодно ~~около~~ 30 тысяч тонн нефтепродуктов. Я считаю эту проблему серьёзной, потому что мне показывает, что власти

города не интересуются окружающей средой. Я также думаю, что многие туристы не захотят бы путешествовать в город где во воде существуют такие загрязняющие вещества.

Во-вторых, нет сомнения, что качество воды ^{Неви} ~~в~~ ^в ~~Санкт-Петербурге~~ ^{Санкт-Петербурга} жителей Санкт-Петербурга. На берегу реки находится ~~много~~ много заводов и фабрик, которые выбрасывают в реку и в ~~около~~ ^{около} местное озеро, которое является источником питьевой воды для Петербурга.

По-моему, это серьёзная проблема так как возможно, что в будущем не смогут пользоваться водой, чтобы люди города её пили. Потом ~~питьевая~~ ^{питьевая} вода стала бы гораздо дороже.

Поэтому мне кажется, что дышат в городе много
экологических проблем, которые имеют большое влияние на

туризм города. В конце концов, кто хотел бы жить в одном из
самых шумных и загрязнённых городов мира?



ResultsPlus

Examiner Comments

This is an outstanding example of an RBE essay which has been well researched and is extremely well written. It scores 28 for Reading, Research and Understanding, 9 for Organisation and Development and 6 for Quality of Language.



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.

This candidate chose to discuss environmental problems in Moscow. Specific detail is given about the air quality in the city, and we are given an explanation about why the candidate thinks the problem is serious; reference is made to diseases caused by poor air quality. The second problem discussed here is one of wildlife being destroyed by construction work - again, specific details are given to back up points and this shows that the candidate has extensive factual knowledge of the region studied.

Indicate which question you are answering by marking a cross in the box . 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)

Москва — столица Российской Федерации. Она является самым большим городом с населением около 12 миллионов жителей. Как у многих городов её размера, в Москве существуют серьёзные проблемы окружающей среды.

По моему мнению, самая серьёзная проблема окружающей среды — это то, что в сто раз больше, чем в среднем по Москве воздух содержит многих опасных газов. Уровень углекислого газа в Москве пять раз больше чем в среднем по миру. По данным фактам, Москва является одним из самых загрязнённых городов мира. Я считаю, что это очень серьёзная проблема, потому что высокий уровень вредных газов — причина заболеваний лёгких и рака. Поэтому

~~Следствие~~ Если ^{уровень вредных газов будет} вредный газы ^{такие} очень
высокий, тогда ~~будет~~ в Москве ~~будет~~ много смертей.
В 2010 году, дни ~~когда~~ ^{когда} летних похорон
слемалась со смогом. ~~за~~ ^{за} этого,
~~было~~ много заболеваний рака ~~и~~ ^и ~~увеличилось~~
~~и~~ ~~были~~ ~~больше~~ аварии ~~связанные~~ ~~со~~
~~смогом~~ ~~и~~ ~~увеличилось~~. Я думаю, что
если уровень вредных газов не
понижится в течение следующих пяти
лет, в Москве будут больше смертей
от рака и от заболевания лёгких.

Другой Другая проблема окружающей
среды - это то, что на территории Москвы
и окрестностей, ~~при строительстве~~ ^{при строительстве} нарушают
природу, чтобы построить новые здания
или инфраструктуру. Самый знамени-
тый пример этого - это разрушение леса
~~около~~ ^{около} Химок, ~~где~~ ^{где} ~~был~~ ^{был} город-спутник
Москвы, чтобы построить новую автомагис-
траль "Москва - Санкт-Петербург". * В этом
лесу живут многие виды птиц и
маленьких животных, которые поддержи-
вают местную экосистему. ** Разрушение
деревьев в лесу ^{может} ~~может~~ ^{привести} ~~привести~~
к увеличению ^{до} ~~до~~ ^{до} опасных газов

Question 3 (b)

This question was, as last year, a popular choice amongst the Research-Based Essay questions. Candidates were required to discuss an important issue from the period of history which they had studied and explain why the issue could be considered interesting. The most popular periods in Russian history were the Great Patriotic War (with the specific problem often being the Siege of Leningrad or the Battle of Stalingrad), the 1980s and collapse of the USSR (perestroika often being the specific 'problem'), the October Revolution, the Cold War and the reign of Catherine the Great. Many candidates did not make good use of the question itself and may have discussed why the problem was important but did not allude or state why they therefore found it interesting. Some essays also focused on the solution of the problem rather than the problem itself, or simply discussed an historical event without alluding to the inherent problem. Many candidates, especially learner candidates, showed sound knowledge of the historical period they had studied and sound understanding of the issues involved. There were, however, few answers in the top bracket for RRU, as analysis and fact were not often successfully integrated. There is often a danger of too much recounting of events and then analysis appearing in a separate paragraph, sometimes beyond the word limit. The most successful essays analysed with the back-up of facts rather than presenting facts and then analysing them.

This candidate discusses the problem of the limiting of personal freedom resulting from the October Revolution. A range of factual content and analysis is presented.

Indicate which question you are answering by marking a cross in the box . 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)

На мой взгляд, самая важная историческая проблема в период который я изучала была угроза ^{изменение в торговых} ограничения свободы.

В результате Октябрьской Революции, большевики, во главе с Лениным захватили власть. Ленин хотел создать диктатуру пролетариата. Первыми делами в новом правительстве были подписаны новые ^{декреты} законы, которые цель была ограничения свободы и приведению к отмене социальных классов. Эта политика называлась: Военный коммунизм. Ленин ~~ввёл декреты~~ о отмене ^{мои} купца.

~~Ленин ввёл декрет о отмене купечес~~ 16

Ленин ввёл декрет о земле, что означало, что земля в руках государства, а не обычных крестьян. Также, рабочие не имели право protestовать против ^{нужных} работ, которые все же выполняли отменены денежных оплат за сделанную работы, а оплату товарами. Был введён декрет о "Трагразверстке" - что обозначало

что крестьяне были обязаны продавать часть своих продуктов (изделий) государству за ~~низкие цены~~ по низким ценам. Также, в 1918 введён декрет об отделении государства от церкви. Религия не была разрешена. Верить в какую-то религию было запрещено - все должны были стать атеистами. Этот принцип был написан в книге Das Kapital: "Религия это опиум для народа." ^{не-смерть} ¹⁹⁰² Я считаю что ~~ограничения свободы присутствия во всех аспектах советской жизни.~~

~~Я сам~~

Я считаю что ограничения свободы присутствия во всех аспектах советской жизни. Все знали что Ленин использовал террор и насилие против всех несогласных с советской властью. А А. Моди боялись не следовать ^{закон} закону, так как

Я не думаю, что можно забыть последствия
их действий.

В заключение, я могу сказать, что орга-
низация свободы была самой большой проф-
ляцией в ^{оа} первый период который я изучала, так
как этот принцип сделал советскую власть



ResultsPlus

Examiner Comments

This is a good essay which sets the minimum standard expected of native speakers to reach the highest mark bands for Reading, Research and Understanding. Often, candidates' sole source of their knowledge is their relatives' tales of the past. This almost always leads to low marks for this section. This example scores 25 for Reading, Research and Understanding and 8 for Organisation and Development.

9



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Examiner Tip

Make sure you give your own opinion and analyse facts throughout. If you are unsure about how to do this effectively, use a 'point, evidence, explain' approach: state your point (e.g. 'The October Revolution deprived many people of their personal freedom'), state some factual evidence (e.g. 'A significant number of people were imprisoned by the Bolsheviks for the political or religious beliefs') and then explain why you think it could be interesting (e.g. 'I think this is interesting because it could have led to fear of the regime and this perhaps reinforced its power, something which is relevant in many regimes in the world today').

Есть 2,5 миллиона алкоголиков в России и, по данным, пьют от 15 до 19 литров на человека в год. 500 тысяч умирает ежегодно из-за алкоголя и 25% смертей мужчин в возрасте от 15 до 29 лет связаны с алкоголизмом.

Из-за этого, важно решить проблему, но очень трудно. Есть 3 стадии алкоголизма и после первой стадии очень сложно лечить. Иногда, люди пытаются об излечении от ~~алкоголизма~~ алкоголизма, но редко коррективно.

Однако, в одном городе, в Швеции, официально предпринят запрет и каждый Новый Год они пьют чай в центре города.

Государство пытается решить проблему, так же. Оно запретило продажу алкоголя в ночное время и подняло цены на водку на 28%, но не ~~работали~~ ^{работали}.

Вместо, продажа неводного алкоголя подняли.

По-моему, ~~важно~~ ~~решить~~ проблема важной потому что такие люди умирают и это очень опасно для здоровья страны. Я думаю что надо изменить отношение как к алкоголю и учить детей что пить слишком много - плохо.

Поэтому, в будущем, страна будет здоровее.

200 words



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Examiner Comments

This essay is a good example of what can be achieved by a learner candidate who has done good research and has a range of factual information at his or her disposal. Facts are used to back up the assertions being made and this was one of the better attempts at dealing with the subject of alcoholism. The essay sometimes misses the subtleties of the issue, and solutions presented are a little simplistic, but overall it is a good attempt with a logical structure. This candidate scores 24 for Reading, Research and Understanding, 8 for Organisation and Development and 5 for Quality of Language.



ResultsPlus

Examiner Tip

Plan your Research-Based Essay carefully and ensure that you have facts to back up each of your opinions. Make sure you analyse information and explain what it tells you about the issue being discussed.

Question 3 (d)

This question required candidates to choose a book, play or film which they have studied and discuss one theme from it, explaining why they consider the theme to be interesting. This required candidates to present some factual information about the theme and its treatment, combined with analysis of its relevance for them personally or for the wider world, or its significance in our understanding of the work as a whole or as a historical record. Lengthy retelling of the plot of the book, play or film did not score well, although were quite common amongst native speaker candidates. This was by far the most popular Research-Based Essay question, reflecting the fact that the majority of centres teaching Russian are continuing to open candidates' eyes to Russian culture through the study of literature. A wide range of literary works were featured, and the insight which these allow into Russian culture was pleasing. The most popular prose works studied by learner candidates in schools this year were Pushkin's 'Пиковая дама', Varanskaya's 'Неделя как неделя', Gogol's 'Ревизор', Chekhov's 'Дама с собачкой', Bulgakov's 'Собачье сердце', Tolstoy's 'Смерть Ивана Ильича' and various short stories by Tolstaya, the most popular choice for essays being 'Милая Шура'. Fewer centres seem to be opting for Turgenev and Pushkin than in previous years, although 'Пиковая дама' still remains the most popular work overall when native speakers are included. As last year, Chekhov's 'Дядя Ваня' and 'Вишнёвый сад' are the most popular plays being studied by some distance. There were fewer essays on poetry than in previous years, but some native speakers again offered essays on themes from some of the great novels of Dostoevsky and Tolstoy. The most popular film choice continues to be 'Утомлённые солнцем', although this has also decreased in popularity. Amongst other films studied successfully in schools, examiners this year most commonly saw 'Живой', with Soviet classic 'Ирония судьбы или С лёгким паром' and 'Москва слёзам не верит' being popular amongst native speakers. New this year were a number of essays on the Russian film 'Легенда № 17' which in many cases were very successful. Overall, the examiners were very pleased with the ability of candidates to choose a theme and discuss it in depth using short, targeted quotations. Weakest candidates sometimes did not seem to understand what a 'theme' in a work might be – some gave many themes and tried to link them together as a single theme, some took a character as a theme or discussed a certain part of the work only. The most successful essays had a clearly recognisable theme that was identified in the first paragraph. Less successful essays kept the examiner guessing as to what the chosen theme was until the final paragraph. Those essays which made it into the top band for Reading, Research and Understanding were a pleasure to read. These candidates showed that they knew the text very well and their writing was analytical and to the point; no word was superfluous to requirements.

This candidate has chosen the theme of 'human emotions' in Chekhov's 'Дама с собачкой'. The theme is clearly indicated at the beginning in the introductory paragraph and each of the subsequent paragraphs explains an aspect of this theme and why it is interesting.

Indicate which question you are answering by marking a cross in the box . 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)

Я изучала произведение Чехова, 'Дама с собачкой'. Я считаю, что самая важная и интересная тема рассказа это 'человеческие эмоции'.

В начале рассказа, Чехов показывает эгоизм Турова. На ~~принтер~~ Туров изначально не уважает женщин и считает что ~~они~~ их низшей расой. Но, после встречи с Анной его ~~отношение~~ ^{я думаю, что} это интересно потому, что это показывает как контраст к его отношению с Анной ~~когда~~ человеческие эмоции могут меняться.

Далее, Чехов показывает ^{эффект} отсутствие любви на ~~Туров~~ человека. Туров был в браке где не было любви ~~нет~~ ^{потому,} ~~он~~ его женой а не он женился. Чехов его ^{он} изначально ~~оттешивает~~ ^{был} как холодным человеком. Я считаю что это интересно потому, что оно показывает ~~во что~~ ^{эффект} человек превращается ~~когда~~ ^{эффект} отсутствует любви на человека.

Далше, Чехов показывает как ~~раз~~ любви может изменить человека. Изначально Турову было легко изменять жене и он был более аморальным. После того как он ~~понял~~ ^{эффект} что он ~~наконец~~ ^{был} полюбил, ^{Анну}

30

себя, считая такой 'индивидуальностью', 'случайной неприглядностью',...
 как человек, войдя в замкнутое пространство от себя
 душной запахи'. Я лично надеюсь, что мне на старости не
 так перед ~~мою~~ ^{мою} смертью, ~~как в жизни, так и в смерти~~

Можно утверждать, что во ~~всём~~ ^{всём} рассказе есть только
 один хороший человек. Хотя Толстой ~~особенно~~ ^{особенно} обожал мужиков и
 ненавидел ~~его~~ ^{его} дворянство, ~~на самом деле~~ ^{на самом деле} Теракин, ~~и~~ ^и хороший пример: Он 'чистый,
 свежий, ~~и~~ ^и весёлый, ясный... блестящими глазами' и вот почему:
 он понимает, что 'все умирать будут' ~~и~~ ^и ~~надевается~~ ^{надевается} ~~на~~
 и делает для Ивана Ильича ~~именно~~ ^{именно} то, что он надеется, чтобы
~~делал~~ ^{делал} 'и для него в его время'.

Так, ~~что можно~~ ^{к какому выводу} ~~заметить~~ ^{заметить} можно прийти с этим рассказе?

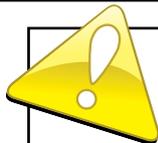
Сам Иван Ильич заключил, что вся жизнь была 'нема... а можно
 ещё поправить, можно, можно сделать 'но'. ~~Вот~~ ^{Вот} его оскорбило
 то, что ~~он~~ ^{однажды} ~~ездил~~ ^{ездил} ~~на~~ ^в ~~медицину~~ ^{медицину}, ~~но~~ ^{хотя раньше} ~~он~~ ^{он} ~~сам~~ ^{сам}
 настаивал, что ~~двораки~~ ^{двораки} ~~пожили~~. А может быть мы тоже
 'жили не так, как должно'? ~~Вопрос~~ ^{Вопрос} неизвестно, но Толстой
~~ясно~~ ^{ясно} ~~показывает~~ ^{показывает} ~~ли~~ ^{ли} что крайне важно ~~все~~ ^{все} думать и ~~предумывать~~ ^{предумывать} о
 том, как провести жизнь.



ResultsPlus

Examiner Comments

This is an excellent essay. It is well structured and the candidate has a detailed knowledge of the text which is used expertly to back up the points being made. The candidate uses higher-register phrases to structure the points and attempts complex grammatical structures. The essay scores 29 for Reading, Research and Understanding, 8 for Organisation and Development and 6 for Quality of Language.



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Examiner Tip

For the literature option, detailed knowledge of the text is what is meant by 'clear evidence of in depth reading and research.' Candidates do not need to have studied secondary literature to access the highest mark bands, although this can always give further insight and might represent an opportunity for stretch and challenge.

Paper Summary

Based on their performance on this paper, candidates are offered the following advice:

- Divide your time carefully in the examination and do not spend too long on any one part;
- Ensure that you prepare thoroughly for the translation task by studying the prescribed grammar list in the specification;
- Learn grammatical endings for verbs and nouns thoroughly, paying particular attention to the use of cases after prepositions;
- Seek to incorporate a range of more complex grammatical structures into your written work, such as conditionals, subjunctives, compound conjunctions, gerunds and participles.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

Ofqual



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Welsh Assembly Government



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