

Mark Scheme (Results)

June 2011

GCE Russian (6RU04) Paper 1

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Section A: Translation

| Question Number | Question | Answer |
|--|--|---|
| 1 | In the 1960s | В 60-ых (шестидесятых) (годах) (в шестидесятые (годы)) |
| | many people | много людей (многие) (многие люди) |
| | hoped | надеялись |
| | that the situation | что ситуация |
| | for women at work | для женщин на работе (рабочих женщин) |
| | would improve. | улучшится (будет улучшаться) (исправится) (станет лучше) |
| | However | Однако (но) (тем не менее) (но всё же) |
| | there have been | были (было) |
| | some official reports | некоторые (несколько) официальные (-ых) доклады (-ов) (отчёты) (репортажи) (документы if accompanied by a suitable verb – 'which say that') |
| | that often men | что часто мужчины |
| | still earn | ещё зарабатывают |
| | 20% more | на 20% (двадцать процентов) больше |
| | per hour. | в час. |
| | Moreover, | Кроме того, (более того) (ещё) |
| | a mother | мать, (мама) |
| | who works | которая работает, (работающая мать) |
| | will earn less | будет зарабатывать (заработает) меньше |
| | by the end of her career | к концу (до конца) своей карьеры, |
| | than colleagues | чем коллеги |
| | without children. | без (у которых нет) детей. (бездетные) |
| | Research shows | Исследование показывает, |
| | that only a minority of places | что только меньшинство мест |
| | in European parliaments | в европейских парламентах |
| are occupied | занимают (заняты) | |
| by women. | женщины. (женщинами) (accept if made subject) | |
| This may be changing | (однако) (хотя) это может быть меняется (изменяется) | |
| though, | однако (хотя) | |
| because more and more | потому что всё больше (больше и больше) | |
| young women in Europe | молодых женщин в Европе | |
| are interested in politics. | интересуются политикой. | |
| <p>Examples of alternative translations are shown in parentheses but other translations are also possible.</p> <p>One spelling or alphabet transliteration error per element which is not grammatical and does not affect meaning or sound can be accepted.</p> <p>Elements which are mutually exclusive cannot both be credited.</p> <p>Marks allocated according to the number of correct elements:</p> <p>1-4 1 mark 5-7 2 marks 8-10 3 marks</p> | | <p>Mark</p> <p>30/3 = 10</p> |

| | |
|----------------|--|
| 11-13 4 marks | |
| 14-16 5 marks | |
| 17-19 6 marks | |
| 20-22 7 marks | |
| 23-25 8 marks | |
| 26-28 9 marks | |
| 29-30 10 marks | |

Section B: Creative or Discursive Essay

Question 2: Below are suggested ideas for essays. Candidates may well come up with entirely different material which will be rewarded on its merits as a response to the task.

Creative Essay

| Question Number | Question |
|-----------------|---|
| 2(a) | Почему эти люди на вокзале? Напишите 180-200 слов по-русски. |
| | Suggested Answer |
| | The image depicts a woman in a train saying goodbye to a man on the platform, with the question 'why are these people at the station?' The people could be identified and a reason / explanation given the journey. Background information could be given events leading up to this point. The relationship between the two could be explained. Any logical but creative development of the material is acceptable, and this could take any format. |
| | Mark |
| | (45) |

| Question Number | Question |
|-----------------|--|
| 2(b) | Прочтите следующий текст, который рассказывает начало эпизода: |
| | <p>В одно летнее утро, год назад, родители мне сказали, что мы выиграли один миллион фунтов в лотерею! Сначала я не поверил(а) их словам, но потом я начал(а) думать, что можно сделать с этими деньгами...</p> |
| | Напишите сочинение (180-200 слов). |
| | Suggested Answer |
| | The introduction to the narrative sets the scene of a person whose family won the lottery a year ago. The description of the year which follows could suggest the impact that the money has had on the way the young person sees the world, or could describe the feelings and emotions that the young person has experienced. The narrative should avoid simple description of how the money was spent. Any logical but creative development of the material is acceptable, and this could take any format. |
| | Mark |
| | (45) |

| Question Number | Question |
|-----------------|---|
| 2(c) | Вот заголовок статьи в газете: «Досуг в 21-ом веке – почему нам нужно свободное время?» Напишите сочинение (180-200 слов) |
| | Suggested Answer |
| | The newspaper article is about leisure in the 21st century and the way we spend our free time. The title questions the need for leisure time. The following article could be an examination of the way in which people spend their leisure time. It could describe the impact of working practices on leisure time and reflect on the importance of free time. The piece must be written as a newspaper article, with an appropriate style, rather than a narrative, to gain full credit. |
| | Mark |
| | (45) |

Discursive Essay

| Question Number | Question |
|-----------------|--|
| 2(d) | «Молодые люди не интересуются классической музыкой». Вы согласны с этим мнением? Почему? Почему нет? |
| | Suggested Answer |
| | An invitation to offer an opinion about whether or not young people are interested in classical music. A balanced argument will gain most credit, offering a reasoned answer to the question set, definitely deciding, by the end, whether the statement is correct or not. Specialist vocabulary is not required and answers may draw on the candidates own experiences. Broadening of the topic to cover general attitudes of young people to culture is possible. |
| | Mark |
| | (45) |

| Question Number | Question |
|-----------------|--|
| 2(e) | Вы думаете, что глобальный туризм – это враг окружающей среды? Почему? Почему нет? |
| | Suggested Answer |
| | An invitation to offer an opinion about whether or not global tourism is the enemy of the environment. A balanced argument will gain the most credit, offering a reasoned answer to the question set and definitely deciding, by the end, whether tourism is overall bad for the environment. Several specific examples of ways in which tourism could impact on the environment are required, but specialist knowledge is not. Broadening of the topic to cover the social impact of tourism is possible. |
| | Mark |
| | (45) |

| Question Number | Question |
|-----------------|---|
| 2(f) | Вы думаете, что родители или государство должны думать о здоровье детей? Почему Вы так считаете? |
| | Suggested Answer |
| | An invitation to offer an opinion about whether children’s health should be thought about by parents or society. A balanced argument will gain the most credit, offering a reasoned answer to the question set and definitely deciding, by the end, who is responsible for issues in children’s health. Several examples of children’s health issues are required. Broadening of the topic to the general responsibility for health in society is possible. |
| | Mark |
| | (45) |

| Question Number | Question |
|-----------------|---|
| 2(g) | «Работа в 21-ом веке будет не такая, как работа в 20-ом веке». Вы согласны с этим мнением? Почему? Почему нет? |
| | Suggested Answer |
| | An invitation to offer an opinion about whether or not work in the 21st century will be totally different from the 20th century. A balanced argument will gain the most credit, offering a reasoned answer to the question set and definitely deciding, by the end, whether work will have changed significantly. Suggestions of ways in which work may change are expected. Broadening of the topic to cover issues in the 21st century workplace is possible. |
| | Mark |
| | (45) |

Discursive Essay or Creative Writing Assessment Grids

| Mark | AO2: Understanding and Response: Creative Writing |
|----------------|---|
| 0 | No rewardable understanding or response |
| 1 - 3 | Largely irrelevant. Minimal use of stimulus |
| 4 - 6 | Some relevant points made. Unimaginative use of stimulus |
| 7 - 9 | Satisfactory understanding of question and response to stimulus |
| 10 - 12 | Good to very good understanding of question and response to stimulus |
| 13 - 15 | Very Good to excellent understanding of question and imaginative response to stimulus |

| Mark | AO2: Understanding and Response: Discursive Essay |
|----------------|--|
| 0 | No rewardable understanding or response |
| 1 - 3 | Minimal understanding of question or relevant discussion |
| 4 - 6 | Limited understanding of question |
| 7 - 9 | Satisfactory understanding of question. Some implications of questions addressed |
| 10 - 12 | Good to very good understanding of question. Main implications of question addressed |
| 13 - 15 | Very Good to excellent understanding of question. Implications of question fully grasped |

| Mark | AO2: Organisation and Development |
|---------|---|
| 0 | No rewardable organisation and development |
| 1 - 3 | Minimal organisation and development. Answer largely disorganised |
| 4 - 6 | Limited organisation and development. Structure lacks coherence |
| 7 - 9 | Organisation and development not always logical and clear |
| 10 - 12 | Organisation and development logical and clear |
| 13 - 15 | Extremely clear and effective organisation and development of ideas |

| Mark | AO3: Range and Application of Language |
|--------|--|
| 0 | No rewardable range and application of language |
| 1 - 2 | Inadequate range of lexis and structures. Very limited ability to manipulate |
| 3 - 4 | Restricted range of lexis and structures. Limited ability to manipulate language |
| 5 - 6 | An adequate range of lexis and structures. Successful manipulation of language/attempts to handle complex structures not always successful |
| 7 - 8 | A wide range of appropriate lexis and structures. Successful manipulation of language |
| 9 - 10 | Rich and complex language. Very successful manipulation of language |

| Mark | AO3: Accuracy of the Target Language |
|------|--|
| 0 | Language so inaccurate that no reward is possible |
| 1 | Accuracy only in the simplest form. A high incidence of basic error |
| 2 | Communication impaired at times by basic errors eg agreements, verb forms. Some familiar language is accurate |
| 3 | A number of major errors made, without impairing communication significantly. Familiar forms and structures usually accurate |
| 4 | Few errors, mostly of a minor nature |
| 5 | High degree of accuracy with minimal and minor errors |

Section C: Research-Based Essay

Question 3

| Question Number | Question |
|-----------------|---|
| 3(a) | Расскажите о традициях и обычаях региона или города, который Вы изучали. Объясните, почему Вы считаете эти традиции и обычаи интересными. |
| | Suggested Answer |
| | This question invites the candidate to demonstrate their knowledge and understanding of traditions and customs from the region or town which they have studied. The candidate should offer factual information, discussion and a summary of the relevant research which they have undertaken. Broadening to include discussion of the nature of the society of the region / town is acceptable. |
| | Mark |
| | (45) |

| Question Number | Question |
|-----------------|--|
| 3(b) | Расскажите об одном годе в том периоде истории, который вы изучали. Объясните, почему вы считаете этот год важным. |
| | Suggested Answer |
| | This question invites the candidate to demonstrate their knowledge and understanding of one year from the historical period which they have studied. The candidate should offer factual information, discussion and a summary of the relevant research which they have undertaken. Broadening to include discussion of other relevant historical people is acceptable. |
| | Mark |
| | (45) |

| Question Number | Question |
|-----------------|---|
| 3(c) | Расскажите об одной проблеме современного русскоязычного общества, которую Вы изучали. Объясните, почему Вы считаете эту проблему важной. |
| | Suggested Answer |
| | This question invites the candidate to demonstrate their knowledge and understanding of one problem of modern Russian-speaking society which they have studied. The question asks the candidate to explain why this problem is important. The candidate should offer factual information, discussion and a summary of the relevant research which they have undertaken. |
| | Mark |
| | (45) |

| Question Number | Question |
|-----------------|--|
| 3(d) | Расскажите, как культура и общество показаны в книге, пьесе или фильме, который Вы изучали. Объясните, почему Вы считаете этот аспект книги, пьесы или фильма важным или нет. |
| | Suggested Answer |
| | This question invites the candidate to demonstrate their knowledge and understanding of how of culture and society are depicted in the book, play or film which they have studied. The question asks the candidate to explain whether they consider culture and society to be important in the book, play or film. The candidate should offer factual information, discussion and a summary of the relevant research which they have undertaken. Broadening to include discussion of other relevant aspects of the book, play or film is acceptable. |
| | Mark |
| | (45) |

Research-Based Essay Assessment Grids

| Mark | AO2: Reading Research and Understanding |
|----------------|---|
| 0 | No rewardable material presented |
| 1 - 6 | Minimal understanding. Almost no evidence of reading and research |
| 7 - 12 | Limited understanding. Little evidence of reading and research |
| 13 - 18 | Adequate understanding. Some evidence of reading and research |
| 19 - 24 | Good to very good understanding. Clear evidence of in depth reading and research |
| 25 - 30 | Very good to excellent understanding. Clear evidence of extensive and in depth reading and research |

| Mark | AO2: Organisation and Development |
|--------------|---|
| 0 | No rewardable organisation and development |
| 1 - 2 | Limited organisation and development. Structure almost wholly lacking in coherence |
| 3 - 4 | Some organisation and development. May be rambling and/or repetitive |
| 5 - 6 | Adequate organisation and development of material. Development patchy and/or unambiguous |
| 7 - 8 | Good organisation and development. Material well planned and sequenced with minor lapses |
| 9 | Very good organisation and development. Material very effectively marshalled and developed within a carefully planned framework |

| Mark | AO3: Quality of Language |
|--------------|---|
| 0 | No rewardable language |
| 1 | Very basic level of communication. Language often breaks down because of lack of linguistic knowledge and/or ability to use structures. Very inaccurate |
| 2 | Some communication achieved on a basic level but often lacks comprehensibility. Limited linguistic range; basic sentence construction. Register often inappropriate |
| 3 - 4 | Satisfactory communication. Inaccurate language occasionally impedes comprehensibility. Fair range of appropriate lexis. Structures often well handled |
| 5 | Good communication. Errors rarely impede comprehensibility. Language mainly accurate and appropriate. Good range of lexis and structures. Good handling of complex structures and use of idioms |
| 6 | Very good communication. Language almost always fluent, varied and appropriate. Wide range of lexis and structures. High level of accuracy |

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