

# Mark Scheme (Results)

Summer 2012

GCE Russian (6RU04) Paper 01

## Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information, please visit our website at [www.edexcel.com](http://www.edexcel.com).

Our website subject pages hold useful resources, support material and live feeds from our subject advisors giving you access to a portal of information. If you have any subject specific questions about this specification that require the help of a subject specialist, you may find our Ask The Expert email service helpful.

[www.edexcel.com/contactus](http://www.edexcel.com/contactus)

### **Pearson: helping people progress, everywhere**

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

Summer 2012

Publications Code UA033005

All the material in this publication is copyright

© Pearson Education Ltd 2012

## Section A: Translation

Question Number	Question	Answer
1	Some believe	Некоторые (люди) (Несколько людей) думают (верят) (считают) (полагают),
	that children	что дети
	do not do enough	не достаточно (как следует) занимаются
	physical exercise.	физическими упражнениями (спортом) (физкультурой).
	Many teenagers	Много (многие – with nom.) тинейджеров (подростков) (молодых людей)
	say that	говорят, что
	they play computer games	они играют на компьютере (в компьютерные игры)
	or watch TV	или смотрят телевизор (телевидение)
	for four hours a day,	четыре часа в день (каждый день),
	although rarely	хотя (однако) редко
	do sport.	занимаются спортом.
	According to statistics,	Согласно статистике (данным) (цифрам) (по статистике/данным),
	by 2050	к 2050 (году)
	half of all children	половина (50%) всех детей
	will be	будут (будет)
	so fat	такими толстыми (такие толстые) (такая толстая – with половина only)
	that it will be bad	что (это) будет плохо (вредно)
	for their health.	для (их) здоровья.
	The problem	Проблема
	is considered	считается (possible to turn this into active)
	more serious	серьезнее (более серьезной)
	for boys	для мальчиков (юношей)
	than for girls.	чем для девочек.
Experts say	Эксперты говорят,	
that [...] need	что надо (нужно) (должно) (должны if passive)	
measures / to be taken	принимать меры (меры... быть приняты),	
so that	чтобы	
a new generation	новое поколение	
does not suffer	не страдало	
from obesity.	от тучности (ожирения) (лишнего веса).	
Examples of alternative translations are shown in parentheses but other translations are also possible.		Mark
One spelling or alphabet transliteration error per element which is not grammatical and does not affect meaning or sound can be accepted.		10 marks
Elements which are mutually exclusive cannot both be credited.		

Marks allocated according to the number of correct elements:	
1-4 1 mark	
5-7 2 marks	
8-10 3 marks	
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
<b>2(a)</b>	Почему Вы получили этот подарок?
	Suggested Answer
	The image depicts a brand new sports car, done up as a gift, with the question 'Why did you get this present?' The reasons for receiving the car as a gift would be explained and the intentions for its use could be given. Candidates could explore a particular trip they took in the car. Good answers will encourage the reader to read on and have some element of suspense / interest. Any logical but creative development of the material is acceptable, and this could take any format.
	Mark
	(45)

Question Number	Question
<b>2(b)</b>	Прочтите следующий текст, который рассказывает начало эпизода:
	<div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p>Когда я читал(а) старую книгу, которую на нашёл (нашла) дома, я нашёл (нашла) интересное письмо между страницами. Это было письмо, которое моя мама получила 30 лет назад...</p> </div> <p>Напишите сочинение (180-200 слов).</p>
	Suggested Answer
	The introduction to the narrative sets the scene of a person who has found

	a 30-year old letter to his / her mother in a book he / she was reading at home. The continuation should go on to explain the contents of the letter, why it was interesting and what happened as a consequence. Good answers will encourage the reader to read on and have some element of suspense. Any logical but creative development of the material is acceptable, and this could take any format.
	Mark (45)

Question Number	Question
<b>2(c)</b>	<p>Вот заголовок статьи в газете:</p> <p style="text-align: center;">«Моя неделя без мобильного телефона»</p> <p>Напишите сочинение (180-200 слов)</p>
	<b>Suggested Answer</b>
	The newspaper article is about someone who chose or was forced to spend a week living without a mobile phone. It could describe problems encountered or positive effects of living without modern technology. The candidate might choose to suggest whether living without mobile phones is even possible nowadays. The piece should be written as a newspaper article, with a consistent style. There are various possible approaches. An appropriate style might be a personal journal, or a sensationalist piece, or be appropriately formal, depending on the candidate's approach.
	Mark (45)

### Discursive Essay

Question Number	Question
<b>2(d)</b>	<p>Вы думаете, что в наши дни важно путешествовать и видеть мир? Почему? Почему нет?</p>
	<b>Suggested Answer</b>
	An invitation to offer an opinion about whether or not it is important for people today to travel and see the world. 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 candidate's own experiences.
	Mark (45)

Question Number	Question
<b>2(e)</b>	«Все молодые люди должны учиться в университете». Вы согласны с этим мнением? Почему? Почему нет?
	Suggested Answer
	An invitation to offer an opinion about whether or not all young people should go to university. A balanced argument will gain the most credit, offering a reasoned answer to the question set and definitely deciding, by the end, whether the statement is correct or not. Specialist vocabulary is not required and answers may draw on the candidate's own experiences.
	Mark (45)

Question Number	Question
<b>2(f)</b>	«Молодые люди в наши дни не интересуются религией». 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 religion nowadays. A balanced argument will gain the most credit, offering a reasoned answer to the question set and definitely deciding, by the end, whether the statement is correct. Specialist vocabulary is not required and answers may draw on the candidate's own experiences.
	Mark (45)

Question Number	Question
<b>2(g)</b>	Вы думаете, что государство достаточно делает, чтобы решить проблему наркотиков? Почему? Почему нет?
	Suggested Answer
	An invitation to offer an opinion about whether or not the state is doing enough to solve the problem of drugs. A balanced argument will gain the most credit, offering a reasoned answer to the question set and definitely deciding, by the end, whether the statement is correct. Specialist vocabulary is not required.
	Mark (45)

## Discursive Essay or Creative Writing Assessment Grids

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

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

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

Mark	<b>AO3: Range and Application of Language</b>
<b>0</b>	No rewardable range and application of language
<b>1 - 2</b>	Inadequate range of lexis and structures. Very limited ability to manipulate
<b>3 - 4</b>	Restricted range of lexis and structures. Limited ability to manipulate language
<b>5 - 6</b>	An adequate range of lexis and structures. Successful manipulation of language/attempts to handle complex structures not always successful
<b>7 - 8</b>	A wide range of appropriate lexis and structures. Successful manipulation of language
<b>9 - 10</b>	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 Number	Question
3(a)	Расскажите о социальных проблемах в регионе или городе, который Вы изучали. Объясните, почему Вы считаете эти проблемы серьезными.
	Suggested Answer
	This question invites the candidate to demonstrate their knowledge and understanding of social problems in the region or town which they have studied. The candidate may concentrate on one social problem or discuss several. They must indicate why they think their chosen problems are serious. The candidate should offer factual information, discussion, analysis and a summary of the relevant research which they have undertaken.
	Mark (45)

Question Number	Question
3(b)	Расскажите об одном человеке из того периода истории, который Вы изучали. Объясните, почему Вы считаете этого человека важным.
	Suggested Answer
	This question invites the candidate to demonstrate their knowledge and understanding of one person from the historical period which they have studied. The candidate must indicate why they consider this person to be important. The candidate should offer factual information, discussion, analysis and a summary of the relevant research which they have undertaken.
	Mark (45)



Question Number	Question
3(c)	Расскажите об одной политической проблеме в современном русскоязычном обществе, 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 political problem in modern Russian-speaking society which they have studied. The problem can be interpreted widely – any social or political issue is acceptable. The candidate should offer factual information, discussion, analysis and a summary of the relevant research which they have undertaken.
	Mark (45)

Question Number	Question
3(d)	Расскажите об одном персонаже в книге, пьесе или фильме, который Вы изучали. Объясните, почему Вы считаете этот персонаж интересным.
	Suggested Answer
	This question invites the candidate to demonstrate their knowledge and understanding of one character in the book, play or film which they have studied. The question asks the candidate to explain why the character is interesting. The candidate should offer factual information, discussion and analysis. Knowledge of others' critical views of the book, play or film is not required.
	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

<b>3 - 4</b>	Some organisation and development. May be rambling and/or repetitive
<b>5 - 6</b>	Adequate organisation and development of material. Development patchy and/or unambitious.
<b>7 - 8</b>	Good organisation and development. Material well planned and sequenced with minor lapses
<b>9</b>	Very good organisation and development. Material very effectively marshalled and developed within a carefully planned framework

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

Further copies of this publication are available from  
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450481

Email [publication.orders@edexcel.com](mailto:publication.orders@edexcel.com)

Order Code UA033005

Summer 2012

For more information on Edexcel qualifications, please visit our website  
[www.edexcel.com](http://www.edexcel.com)

Pearson Education Limited. Registered company number 872828  
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government

