

Examiners' Report Summer 2009

GCE

GCE 2008 Russian (8RU01)

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Russian 6RU01/1A

Unit 1: Spoken Expression and Response in Russian

The candidate is rewarded for the ability to demonstrate understanding of a short target language stimulus (based on one of the General Topic Areas (or GTAs) of the Edexcel AS Russian specification) and to discuss that same General Topic Area.

Up to 50 marks are awarded positively as follows for this test:

- 16 marks for Quality of Language (8 marks for Accuracy of Language and 8 marks for Range of Lexis)
- 20 marks for Response
- 14 marks for Understanding (4 marks for stimulus-specific understanding and 10 marks for understanding of the General Topic Area)

The criteria for awarding these marks can be found in the Unit 1 mark grids in the Edexcel specification.

Before the test, the candidate chooses one of the four following General Topic Areas:

- Youth Culture and Concerns
- Lifestyle: Health and Fitness
- The World Around Us: travel, tourism, environmental issues and the Russian-speaking world
- Education and Employment

The candidate is free to choose any of these four areas, depending on their preference and/or area of interest. The candidate informs the teacher/examiner of the GTA he or she has chosen in advance of the test. He or she completes an Oral Topic Form, one copy of which will be given to the teacher/examiner in advance of the examination.

Unit 1 tests, in the form of a short stimulus text in the target language, are set on each of the four topic areas. 15 minutes before the test students are given, according to the random allocation specified in the teacher/examiner 6RU01 examination booklet, one of the stimulus cards for the topic area they have chosen. Edexcel issues the teacher/examiner booklets and the stimulus cards to centres before the examining session. These materials are confidential until the end of the examining session for this unit. In 2009 the examining session finished on May 15.

The candidate has 15 minutes supervised preparation time to study the stimulus text on the Unit 1 card before the exam. He or she may not use a dictionary or any other resources during this time, but may make notes (up to one side of A4 paper). The candidate must not write on the stimulus card. The candidate takes both the stimulus card and any notes into the examination, and may refer to both at any point during the test.

The Unit 1 test comprises two sections:

Section A

The teacher/examiner begins the test by asking the four questions on the stimulus card about the text prepared by the candidate. These questions are printed only in the teacher/examiner 6RU01 examination booklet; the candidate is not aware of the questions in advance of the test. The first two of these four questions ask the candidate to demonstrate factual understanding of the stimulus text and the second two ask the candidate to express opinions about or reactions to the subject matter of the stimulus text.

In the interests of comparability across different languages and for the purposes of assessment, the teacher/examiner may not rephrase or repeat these four questions, nor add to or expand them. If repetition of a question is unavoidable in order to keep the conversation going, then this may be reflected in the mark awarded for Response. If the teacher/examiner rephrases a question, then the candidate's response to that question is ignored when assessing his or her performance. It is therefore essential that the teacher/examiner does not rephrase any of the four set questions. Please see below (Advice to Teacher/Examiners) for further clarification.

Section B

The teacher/examiner develops a discussion about the General Topic Area chosen by the candidate. The topic of the stimulus card may be used as a starting point for this discussion, but the teacher/examiner moves away from this topic to more general discussion of the topic area and to discussion of at least one other subtopic of this General Topic Area.

There is no requirement for students to demonstrate knowledge of Russia or Russian-speaking contexts in the Unit 1 oral test, though, of course, they are free to do so.

Timing of 6RU01

The 6RU01 test should last between 8 and 10 minutes in total (Sections A and B combined). This time should be divided equally between Sections A and B. However, if the candidate completes the answers to the questions in Section A in less than four minutes, the teacher/examiner should ensure that the discussion in Section B is extended, in order that the total test time is not less than eight minutes.

Performance 2009

The most popular GTAs were "Youth Culture" and "Lifestyle: Health and Fitness". The least popular was "The World around Us". The candidate, of course, has a free choice of the GTA he or she chooses to discuss in the test.

All eight stimulus cards made similar demands of the candidates. Nearly all candidates were able to attempt the first two Section A questions, the more factual ones, whereas the level of response to the second two Section A questions proved to be good discriminator between performances. Some candidates answered a set question so fully as to cover another. Where this happens, the teacher/examiner should still ask all the questions, in the interests of comparability between candidates. Please see below (Advice to Teacher/Examiners) for further clarification.

Many candidates had clearly prepared well for this test. They were able to offer a wealth of ideas and opinions on their chosen topic area, to use a wide and varied range of lexis appropriate to the chosen GTA and to demonstrate command of a wide range of linguistic structures.

On occasion, the teacher/examiner rephrased one or more of the four prescribed questions on the stimulus. As has been mentioned previously, if this is the case, then the candidate's response to that question is ignored when assessing his or her performance. Some teacher/examiners asked supplementary questions in Section A. This is not required. Please see below (Advice to Teacher/Examiners) for further clarification. In some instances, in Section B of the test the teacher/examiner failed to move away from the topic of the stimulus card to discuss other subtopics of the GTA chosen by the candidate. In these cases, the mark awarded to the candidate for "Understanding - GTA" may be restricted.

A significant number of tests were shorter than the minimum required eight minutes. In such cases, the candidate is unable to access the entire range of marks available for the test. The teacher/examiner should begin timing the examination from the time when he or she asks the first of the prescribed questions on the stimulus. The test should last 8 - 10 minutes. Where a test exceeds this, the examiner listens to the end of the candidate's response, or to the next sense break in what he or she is saying, and then stops marking.

The majority of centres followed the instructions for administration of the tests. A completed Unit 1 Oral Form for each candidate should be sent along with the recordings and the top two copies of the attendance register to the examiner. Cassettes or CDs should be labelled with the centre number and the names and numbers of the candidates recorded on that cassette/CD. Care should be taken to ensure that the work of each candidate has been clearly recorded.

Comments on candidates' performance in Section A

Youth Culture Stimulus Card 1: Some candidates had difficulty expressing the time, but the majority coped well with the other questions set on this stimulus. Many offered a strong opinion and justification in response to the third question («Вас интересует эта вечеринка?»), and, similarly, most offered a full answer to the fourth question («Вам нравится музыка?»).

Youth Culture Stimulus Card 2: Nearly all candidates were able to answer questions 1 and 2. Some candidates did not understand «причины» (question 3), but in the majority of cases candidates gave full and considered answers to the third and fourth questions set on this stimulus.

Lifestyle, Health and Fitness Card 1: The majority of candidates were able to answer the first two questions, though on occasion candidates did not make the connection between «раньше» and «25 лет тому назад». Most candidates were able to offer a reason why diving did or did not interest them, and most were able to talk about the importance of doing sport, often citing examples from their own experience.

Lifestyle, Health and Fitness Card 2: Some candidates did not understand «едят», not making the connection between this word and «мы едим» in the text. Some did not understand «вредные» in question 3, even though the word appears in the text. Candidates who had chosen to talk about this GTA were mostly able to give full answers to the final question about how one might become healthy. Many used

vocabulary from the stimulus text, notably «проблемы с здоровьем» and «правильно питаться», in their answers.

The World Around Us Card 1: The majority of candidates were able to answer the first two and the fourth of the four set questions, but found it harder to formulate an answer to the third, about whether people prefer to go on holiday abroad or not. Reasons offered for preferring to go abroad usually included a desire for guaranteed good weather, and several candidates mentioned the credit crunch as a reason why people may not have the option of going abroad.

The World Around Us Card 2: Nearly all candidates who were tested on this card were able to answer all four set questions. Many offered considered answers to the third and fourth questions, using a range of topic-specific vocabulary and offering evidence from their own experience.

Education and Employment Card 1: Some candidates found some difficulty in responding to the second of the set questions, though the majority were able to identify the part of the text in which the answer could be found. Candidates who chose this GTA generally had command of a good range of appropriate lexis and were able to give full answers to questions 3 and 4.

Education and Employment Card 2: Most candidates could answer the first two of the set questions and, as for the previous card, candidates who chose this GTA generally had command of a good range of appropriate lexis and were able to give full answers to questions 3 and 4. They often offered examples from their own experience. Several candidates confused работать with учиться and were confused by questions using работать to mean work in the context of paid employment, rather than at school.

Comments on candidates' performance in Section B

The majority of candidates were able to discuss a wide range of areas relating to the GTA about which they had chosen to speak. As previously mentioned, the Section B discussion should move away from the topic of the stimulus card to cover other subtopics of the same GTA.

In order for the candidate to be able to access the full range of marks available, it is essential that Section B be a discussion, not merely a string of questions and answers.

There is some overlap between the GTAs, and this was reflected in candidates' answers. For example, discussion of the use (or otherwise) of drugs might be a topic for a candidate who has chosen Youth Culture, or one who has chosen Lifestyle, Health and Fitness. This is quite acceptable. On occasion, though, the teacher/examiner asked questions which could not be seen to fit in any of the subtopics of the candidate's GTA. An example might be a question about which AS subjects the candidate is studying where the candidate's chosen GTA is Lifestyle, Health and Fitness. On such occasions, the candidate's ability to access the full range of marks for "Understanding - GTA" may be restricted.

Advice to Teacher/Examiners on the conduct of the 6RU01 examination

It is essential that the teacher/examiner is aware of the requirements of 6RU01, as incorrectly conducted tests can adversely affect the candidate's mark. The following advice is offered in the light of the 2009 examination series. Further advice about the conduct of the test can be found in the Edexcel AS Russian Oral Training Guide, available on the Edexcel website.

Timing

The 6RU01 test should last 8-10 minutes in total. If Section A takes less than 4 minutes, then Section B should be extended so that the total test time is not less than 8 minutes. It is in the candidate's interest to allow the full 10 minutes test time, in order that he or she might demonstrate as wide a range as possible of ideas and opinion on the chosen GTA.

If a test is too short, the candidate is not able to access the full range of marks available for the test. If it is too long, the examiner stops marking as soon as is appropriate after 10 minutes, i.e. at the end of the next sense-break in what the candidate is saying, or at the end of the candidate's next answer, if that is sooner.

The timing of the test should begin as the teacher/examiner begins to ask the first of the four questions set on the stimulus test.

Conduct of Section A

In the interests of comparability between tests, and so that the candidate is not disadvantaged, the four questions set on the stimulus must be asked exactly as they are written in the teacher/examiner 6RU01 examination booklet.

The only exception to this is that the formal form of address may be changed to the more familiar where that is appropriate, that is «Вы» may be changed to «Ты», and «По-Вашему» to «По-твоему», etc.

All four questions must be asked, even if a candidate has already partially answered the question in a previous response. Again, this is in the interests of comparability.

Where a teacher/examiner inadvertently adds an interjection to the beginning of a question or at the end of a candidate's answer, and this addition adds nothing to the question, and does not change the body of the question in any way, then this is ignored when assessing the candidate's work. An example might be where the teacher/examiner says «хорошо» at the end of an answer before asking the next question.

However, if the teacher/examiner changes or rephrases the question in any way, then the candidate's response to that question is ignored when assessing his or her work. It is essential, therefore, that the teacher/examiner asks the questions exactly as they are expressed in the teacher/examiner 6RU01 examination booklet.

Additional questions must not be asked in Section A.

Section A questions should not be repeated, but where the teacher/examiner does repeat a question in the interests of keeping the conversation going, this is taken into account when assessing the candidate's mark for Response.

As the teacher/examiner may not rephrase or expand the four questions set by Edexcel, during preparation for this part of the test students should be coached to give full and extended answers to the set questions.

Conduct of Section B

The topic of the stimulus card may be used as an opening for the Section B discussion, but the teacher/examiner must swiftly move on to discussion which covers at least one more subtopic of the candidate's chosen GTA.

For example, in this year's tests, the topic of the second stimulus card for Lifestyle: Health and Fitness, «Секрет длинной жизни - правильно питаться», is "Food and Diet". Therefore, the teacher/examiner must make sure that the Section B discussion predominantly deals with one or both of the other subtopics of this GTA, i.e. "Sport and Exercise" and "Health Issues (e.g. smoking, skin cancer, health services)". If this is not the case, then the candidate cannot access the full range of marks available for this test.

A definitive list of subtopics linked to each of the General Topic Areas follows:

- Youth Culture and Concerns
 - Music and Fashion
 - Technology (e.g. MP3/blogs/mobile phones/internet/games)
 - Relationships (family/friendships and peer pressure)
 - Drink, Drugs, Sex

- Lifestyle: Health and Fitness
 - Sport and Exercise
 - Food and Diet
 - Health Issues (e.g. smoking, skin cancer, health services)

- The World Around Us: Travel, Tourism, Environmental Issues and the Russian - speaking World
 - Tourist Information, Travel and Transport
 - Weather (e.g. natural disasters, climate change)
 - Pollution and Recycling

- Education and Employment
 - Education (schooling and higher education)
 - Education Policy and Student Issues
 - The World of Work (e.g. the changing work scene, job opportunities and unemployment)

It is in the interests of the candidate that the teacher/examiner asks questions which allow him or her to demonstrate the full extent of his/her knowledge of the structures and lexis expected at AS level. Pedestrian and GCSE-type questions often do not encourage the candidate to use AS level language and structures. A list of example questions for this examination can be found in the Edexcel Oral Training Guide. These questions are not compulsory, merely examples of the type of question that might be asked. The teacher/examiner should encourage the candidate to expand on answers, to provide detail and clarification.

There is no requirement for the candidate to demonstrate knowledge of Russia or a Russian-speaking context in the AS Russian Unit 1 oral test, though, of course, they are free to do so.

In assessing the mark for Understanding - GTA, the candidate is awarded marks for the range of ideas and opinions they offer about their chosen GTA, but, in practice, concrete examples and factual knowledge about the topics being discussed often add to the candidate's ability to access the full range of marks available. The candidate has a free choice of the GTA they choose, but they should be advised to choose a topic area which they have prepared and which they are ready to discuss in detail

Russian 6RU02/01

Unit 2: Understanding and Written Response

Section A: Listening

For this new specification candidates were required to listen to a range of recorded Russian-language material and to retrieve and convey information given in the recording by responding to Russian-language questions. Candidates had to show an understanding of both the general sense and specific details. Questions 1 and 2 required a non verbal response while questions 3 and 4 required short answers in Russian.

Question 1 (Как не болеть гриппом?)

Candidates had to answer four multiple choice questions, selecting from three options, about how to avoid 'flu'.

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

- (а) риск.... становится больше больше людей болеют....
- (б) не ходить туда, где много народу не посещайте места, где много людей
- (в) стакан воды с солью (same language used in text)
- (г) принимать горячую ванну и налить туда лимонный сок налейте в горячую ванну сок от пяти лимонов

This question proved accessible to all candidates, even the weakest of whom generally managed to score 3 marks. Almost all answered part (a) correctly, the most challenging part being part (б), no doubt because of the difference in lexis used in the question as compared with the recorded text.

Question 2 (Прогноз погоды на новый год)

Candidates had to show their understanding of a weather forecast by selecting the correct four out of eight statements.

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

- (б) в Москве не будет снега теперь у них нет надежды
- (в) Снег, наверно, будет прогнозируют снегопад
- (е) в начале января будет холоднее второго января ... минус 3 днём и минус 8 ночью
- (ж) Прошлый год был самым тёплым Прошлый год стал самым тёплым

This question required intent listening, as a lot of information was conveyed in a short recording. It was, therefore, found more challenging than Question 1 by weaker candidates who typically selected only two correct sentences. Many stronger candidates, however, gained full marks.

Question 3 (Спортивные танцы для молодёжи)

Candidates had to select four correct words from a pool of eight in order to complete a summary based on a recorded item about combining dancing with sport.

This was a much longer recording than for Questions 1 and 2 and contained more redundant material, requiring candidates to make more inferential deductions. In order to select the correct words candidates had to understand the following connections between language and sense in the question paper and recorded text:

нужны разные <u>talantы</u>	должны быть не только спортсменами, но и хорошими артистами
из <u>многих</u> стран	из нескольких европейских и ... латиноамериканских стран
труднее <u>работать</u>	уменьшается работоспособность
<u>интеллектуальных</u> занятий	умственный успех

By comparison with question 2, this question proved less accessible to the weakest candidates, but more accessible to the stronger candidates. The most challenging part was clearly the last missing word in the summary where about a third of candidates opted for **практических**, probably not recognising **умственный** as a synonym of **интеллектуальный**.

Question 4 (Елена обсуждает брак, свои хобби и надежды на будущее)

Candidates had to demonstrate their comprehension of a longer interview with a young lady discussing her views on marriage, her hobbies and hopes for the future. This is the only question in the new specification which requires candidates to formulate their own written responses in Russian. As with the old specification, there is no requirement for candidates to answer in their own words in Section A (unlike in Question 7 of Section B). As comprehension was being assessed, no credit was lost for poor quality of language unless this severely impeded communication. On the whole, the standard of candidates' Russian was sufficient to enable them to gain credit where comprehension had taken place.

All but the weakest candidates found this question accessible as a whole; most scored well over half marks.

a) Most understood that Elena regarded 25 as the ideal age for marriage.

б) The wrong tense (present or past) was accepted only if reference to marriage was made.

в) The vast majority gained the mark for stating that civil partnerships (**гражданский брак**) were popular (among young people). Sometimes spellings of **популярен** were so poor that credit could not be given. Far fewer candidates offered the alternative answer that Elena personally prefers official marriage (**официальный брак**)

г) All but one or two candidates correctly identified swimming as Elena's sporting activity.

д) Most candidates were able to identify two details suggesting Elena's interest fashion. The majority gained the marks by referring to her frequently going to clothes shops and buying something new every month. The first idea that she

'followed' fashion was included in fewer answers, suggesting that many candidates did not recognise the verb in **следит (за модой)**.

е)The weaker candidates gained the mark by recognising the simple lexis **косметику**.

ж)This final part presented problems to some of the stronger candidates, as it required a degree of inference based on the whole of Elena's answer to last question in her interview. In order to gain the mark, candidates had to make it clear that Elena felt she would find it difficult to find time to achieve all her goals. Whereas an exhaustive list of all four of her wishes was credited, many failed to gain the mark by listing just one or two of these. Some candidates gained the mark with more concise responses such as: **исполнить все свои мечты/желания, or simply всё успевать**.

Advice and Guidance to Candidates

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

Section B: Reading

For this new specification candidates were required to read a range of written Russian-language texts. Candidates had to show their comprehension by answering Russian and English-language questions using non verbal, English and Russian responses. Candidates had to show an understanding of both the general sense and specific details.

In Question 5 candidates had match up five statements with the four different people quoted in the text. Question 6 required candidates to answer English-language questions in English. Question 7 required candidates to answer Russian-language questions in Russian using their own words as far as possible.

Question 5 (Молодые люди из бывших советских республик говорят об учёбе)
Candidates had to answer five multiple choice questions based on four short texts in which young people from different parts of the former Soviet Union talked about their educational and professional status or aspirations. Candidates had no need to understand the reference to the former Soviet Republics in order to answer the questions successfully.

In order to successfully match up the statements with the four young people cited in the text, candidates had to understand the following connections between language and sense in the questions and that of the extracts:

- а) Я ещё занимаюсь учёбой, и пока не работаю (Виктор) :
Я учусь... поработаю
- б) В моей профессии можно и путешествовать, и хорошо зарабатывать (Анна) :
организовываю экскурсионные туры... становится прибыльно
- в) У нас в семье все работают в разных сферах (Ильхам):
Я...журналист, мама инженер, папа архитектор, сестра врач-гинеколог
- г) это не нравится маме и папе, я работаю с проблемными детьми (Юлия):
работаю с трудными подростками. Родители были против.
- д) Через некоторое время я хочу открыть свою фирму (Виктор):
затем я открою своё рекламное бюро

Overall, candidates found this the most straightforward question in this section. All but the weakest candidates scored at least three of the five marks available. The rubric warned candidates that they should use one name twice, but a few misunderstood this instruction and crossed more than one box for some questions, thereby gaining no mark where this occurred.

The most challenging part proved to be a), probably owing to a failure to infer the connection between **пока не работаю** and **получу диплом, немного поработаю**. The other parts did not present a problem to most candidates, part г) being answered correctly by almost all.

Question 6 (Получайте деньги за ответы на вопросы!)

In this question candidates had to retrieve specific details and facts from a short Russian-language text about earning money by taking part in internet surveys. Questions set for this question are intended to elicit specific information rather than test the candidate's ability to infer meaning. This is the only question where the questions are set in English and require short answers in English.

The majority of candidates scored three or four marks for this question, though relatively few gained full marks. Very weak and moderately weak candidates were unlikely to score more than one or two marks.

- a) A large number of candidates gained no mark for answering '(about) a/one thousand dollars'. It was not expected that so many would fail to understand **несколько**.
- b) Most candidates realised that contact details had to be provided in order to get started, though some gained the mark for giving a specific example such as one's address, phone number or email address.
- c) Most were able gain the mark by citing either 'goods' (**товары**) or 'services' (**услуги**). However, this vocabulary was often apparently unknown.
- d) Nearly all gained the mark for referring to the notion of being able to do the surveys at a time convenient to oneself. This was by far more popular an answer than the first reason given, namely that one does not have to take part in all surveys.
- e) This proved to be the most difficult question for many candidates. Vague answers such as 'how to take part in surveys' were not given credit. It was necessary to state that the manual contained information about paid surveys, or at least these surveys. Many different acceptable renderings were offered for both **платных** (paid, fee-paying) **исследованиях** (investigations, questionnaires, polls, research).

Question 7 (Алкобольные коктейли в продаже)

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

This was found to be the most challenging question in both SECTION 1 and SECTION 2 and candidates sitting this paper averaged just under 7 marks out of a maximum of 10. While no one scored zero on this question, weaker candidates often struggled to gain more than two or three marks.

- a) The majority gained a mark for **пиво**. **Пивной рекламы** was not accepted as it did not answer the question as well as being a direct lift. However, the mark was awarded if a verb was present, such as: **не разрешают** or **запретили...**
- б) To gain both marks it was necessary for the response to express the idea of the cocktails being put in the most visible places in shops: **магазины ставят коктейли...** . The inference later in the extract that shops were making cocktails more noticeable by opening near schools and colleges was also accepted for 1 mark. Most gained at least one of the two marks.
- в) Rather like part a), candidates could gain the mark through a small manipulation of **1.5-литровые** by simply answering **1.5 литра** or **полтора литра**. However, **1.5-литровые** was rejected as a lift, which in any case did not adequately answer the question, unless accompanied by a verbal phrase such as **можно покупать...** The majority of candidates gained the mark for this part.

г) Most candidates had a sufficient basic understanding of the extract and context to answer this part correctly.

д) Most understood the question and general context of the extract well enough to recognise that children were drawn to the cocktails because they bore the names of fruit which they liked.

е i) This part was a good discriminator, as generally only the strongest candidates were able to demonstrate their understanding of **производители** by producing an effective definition. Many good definitions were offered such as **люди или предприятия, которые производят/изготавливают что-то.**

е ii) **часто** was more widely recognised and more likely to be effectively defined by weaker candidates. **много раз, регулярно, нередко** were among the most common correct definitions. **обычно** and other synonyms were not felt to be sufficiently equivalent to gain credit.

ж) Because of its more inferential nature, this was perhaps the most challenging part of all, though most candidates gained one of the two marks for referring to the senior doctor's opinion that these cocktails encouraged young people to drink (more) alcohol. For the second mark, however, it was necessary to include the notion that they were similar to other alcoholic drinks in this respect.

Advice and Guidance to Candidates

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

Section C: Writing

Question 8

There was clear evidence of students generally having been well prepared for the environmental topic which was not included in the old specification at AS Level. Only a handful of candidates produced a response which was significantly shorter than the required minimum number of words. This suggested that overall timing for this paper did not present many candidates with problems. Indeed, a considerable number of candidates exceeded the upper word limit.

Content and Response

Some candidates began with a long introduction which was barely relevant to the tasks set. Such material could gain credit for Quality of Language, but little or no credit for Content and Response. Candidates need to be aware that throughout this question clearly irrelevant material will adversely affect the mark for Content and Response. (See assessment grid).

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

Опишите экологию в Вашем районе

This task was generally dealt with in detail by candidates. However, there was a tendency to concentrate on this initial task at the expense of others.

A wide definition of **экология** was admissible: environmental issues, the natural world (wild life, flora and fauna) and relevant geographical features. References to the man-made environment such as parks were also deemed relevant. Though there was a general tendency to dwell on negative aspects of the environment such as pollution, some candidates used this opportunity to highlight some positive environmental aspects.

Some candidates spent too long giving background details which were irrelevant or only obliquely relevant to the tasks such as how long they had been living in their town or region, whether they enjoyed living there for reasons other than environmental factors.

A broad definition of **район** was accepted; some candidates focused on their home town, while others discussed a much larger geographical region.

по-Вашему, надо ли включить экологию в школьную программу?

Possibly influenced by the stimulus, the overwhelming majority of candidates came out in favour of including ecology in the school curriculum. Some specified how this could be achieved, for example, whether this should be as a separate subject or as a topic within existing school subjects. Several candidates believed that ecology was already part of the curriculum. More enterprising responses included suggestions about types of lesson activities which would promote environmental awareness. The main arguments for not including ecology were that the curriculum was already too crowded, that young people already knew all they needed to know, or simply would not be interested. It was quite acceptable for candidates to discuss alternatives to lessons such as conveying environmental message via the media or parental influence. Some discussed the issue of whether ecology lessons should be compulsory or optional and from what age.

Some failed to gain maximum credit for this task, as they dealt with it in a cursory manner. It should be noted that while there is nothing in the rubric instructions to indicate that all four tasks must be given equal weighting, candidates should aim to develop their responses to all tasks to some degree.

Вы считаете, что студенты в Вашей школе помогают экологии? Почему? Почему нет?

Most candidates attempted to produce a detailed response to this task. There were many admissible approaches. Some candidates focused on what they felt students did or did not do within the school environment itself. Others saw the opportunity to discuss more generally what young people at their school did or did not do to help the environment on a wider scale.

More predictable answers included reference to students walking or cycling into school and recycling and conserving energy in the school building. Some talked about youth involvement in community-based environmental projects.

There were different interpretations of **Почему? Почему нет?** Some candidates simply explained their view in terms of how fellow students did or did not help the environment. Others took the more philosophical approach of attempting to explain the motivation of students. The latter tended to gain more credit for this task, as their responses were generally more developed.

A small number of candidates lost credit for this task by failing to specify that they were referring to what students at their school did to help the environment.

куда Вы поедете, если Вы выиграете приз, и почему?

Sadly, a large number of candidates gained little or no credit for this task, as they had already exceeded the 165-word limit. It must be stressed that no credit is given for any material beyond the first natural break after 165 words. Examiners always count the number of words used in each candidate's response.

Most candidates dealt with the task effectively by stating where they would go if they won the prize for ecotourism and stated their reasons convincingly. Some reference to an ecological aspect was required in order to gain full credit, though this could concern the means of travel used to reach their chosen destination as much as the destination itself. Some candidates were content to select a destination for its environmental benefits to holiday-makers, while others chose a destination where they felt they could help improve the environment by taking part in a project, or by educating others about ecological issues.

Quality of Language

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

Most candidates had an adequate to good grasp of the core lexis associated with the topic of the environment such as **загрязнение, окружающая среда, защищать, охранять**, though these were often misspelled by weaker candidates and even some stronger candidates to a disappointing degree.

Many demonstrated a wide vocabulary to describe the natural world by using such terms as **озеро/озёра, реки, цветы, растения, деревья, животные**.

Some overused words rather than varying their lexis. For example, there was a general over reliance on **мир** to describe the planet where alternatives such as **земля** or **планета** would have been more appropriate and would also have avoided the ambiguity of such phrases as **помогать миру**.

Only the stronger candidates used terms connected with recycling and conservation confidently. Useful lexis such as **перерабатывать, переработка** and **рециркулировать, рециркулирование** were often imperfectly known. Some relied rather heavily on basic lexis they may have learnt at GCSE such as **мусор, грязный, чистый**.

Task 2 called on vocabulary connected with education, much of which had no doubt been mastered at GCSE. Consequently, most candidates were able to express their views effectively in order to complete this task. More able candidates, however, were able to demonstrate a wider range of vocabulary which they had acquired through studying the topic of education at AS Level. Examples of such language were **обязательный или факультативный предмет, перегрузка учёбой**.

In tasks 3 and 4 verbs of motion were often used with varying degrees of success. It is expected that at AS level candidates will at least have acquired the ability to distinguish between **ездить/ходить** and **ехать/идти**. This was not always the case even with stronger candidates. Errors such as: **надо ходить на автобусе** or **ездить пешком** were frequent.

In the final task, although most candidates communicated future intent effectively, learner candidates were rarely secure with their sequence of tenses. Constructions such as: **Если бы я выиграл(а) приз, я поеду...** were common. In fact, most candidates used the conditional in the introductory clause where the future perfective would have been more accurate.

Advice and Guidance to Candidates

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

Statistics

Unit 1: Spoken Expression and Response in Russian (6RU01)

Grade	Max. mark	A	B	C	D	E
Raw Boundary Mark	50	36	31	27	23	19
Uniform Mark	60	48	42	36	30	24

Candidates who do not achieve the standard required for a Grade E will receive a uniform mark in the range 0-23.

The above boundary is applicable to options 1A

Unit 2: Understanding and Written Response in Russian (6RU02)

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

Candidates who do not achieve the standard required for a Grade E will receive a uniform mark in the range 0-55.

Advanced Subsidiary Cash in code - 8RU01

Grade	Max. mark	A	B	C	D	E
Uniform Mark	200	160	140	120	100	80

The modern foreign languages specifications share a common design, but the assessments in different languages are not identical. Grade boundaries at unit level reflect these differences in assessments, ensuring that candidate outcomes across these specifications are comparable at specification level.

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