



Pearson

Examiners' Report

Principal Examiner Feedback

Summer 2017

Pearson Edexcel GCE
In Russian (6RU01) Paper 1A

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The student is rewarded for the ability to demonstrate understanding of a target language stimulus (based on one of the General Topic Areas (GTA) of the Pearson/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 Pearson/Edexcel specification.

Before the test, the student 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 student is free to choose any of these four areas, depending on his or her preference and/or areas of interest. The student 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 (OR1), 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 the student is given, according to the random allocation specified in the teacher/examiner 6RU01 examination booklet, one of the stimulus cards for the topic area he or she has chosen.

Pearson/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. The dates for the examining session are published in the Pearson/Edexcel examination timetable. In 2017 the examining session finished on May 15.

The student 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 student must not write on the stimulus card. The student takes both the stimulus card and any notes into the examination, and may refer to both 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 student. These questions are printed only in the teacher/examiner 6RU01 examination booklet; the student is not aware of the questions in advance of the test. The first two of these four questions ask the student to demonstrate factual understanding of the stimulus text and the second two ask the student 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 these four questions, nor add to or expand them. If the teacher/examiner rephrases a question, then the student'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. The question may be repeated if necessary, but if repetition of a question is needed, then this may be reflected in the mark awarded for Response. 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 student. 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 student 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 2017

As in previous years the most popular GTAs were "Youth Culture" and "Lifestyle: Health and Fitness", and a significant number of students chose "Education and Employment". Relatively few chose "The World Around Us". The student, 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 students. Nearly all students were able to attempt the first two Section A questions, the ones based purely on the text, whereas the level of response to the second two Section A questions proved to be good discriminator between performances.

Students should know that it is perfectly acceptable to “lift” part or all of the answer to questions 1 and 2 on the stimulus card, there is no need to paraphrase, though of course students may do so if they wish. Some students answered a set question so fully as to cover another. Where this happens, the teacher/examiner should still ask all the questions, and most did so, in the interests of comparability between students. Please see below (Advice to Teacher/Examiners) for further clarification.

Many students 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.

Most students had clearly thought about their chosen topic area and were well-prepared with statistics and facts to support their ideas. In order to access the highest marks for “Understanding – General Topic Area”, students must show “excellent understanding of the general topic area”. In order to do this, typically students will offer detailed knowledge including facts and examples. A number, however, had clearly not thought about their chosen topics and although these students generally did well on the Youth Culture and Lifestyle topics, they often showed a lack of knowledge for The World Around Us and to a certain extent Education and Employment.

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 student’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 student. In these cases, the marks awarded to the student may be restricted. On occasion, the teacher/examiner asked questions in Section B that did not relate to the GTA; this can adversely affect the mark awarded for “Understanding – GTA”.

A number of tests were shorter than the minimum required eight minutes. In such cases, the student 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 and the student is speaking as 10 minutes elapses, the examiner listens to the end of the student’s response, or to the next sense break in what he or she is saying, and then stops marking. If the teacher/examiner is speaking as the 10 minutes elapses, the examiner stops listening at that point.

The majority of centres followed the instructions for administration of the tests. A completed Unit 1 Oral Form (OR1) for each student should be sent along with the recordings and the top two copies of the attendance register to the examiner. CDs or memory sticks should be labelled with the centre

number and the names and numbers of the students recorded on that CD/memory stick. Care should be taken to ensure that the work of each student has been clearly recorded.

Comments on students' performance in Section A:

Youth Culture

Stimulus cards: For card 1A and 1B students coped well with most questions, showing a good understanding of the text on the card. Some students missed the word друзья on Card 1A question 4 and talked about how others could help. Some students found difficulty with the word злоупотребление. Students coped well with cards 2A and 2B and their vocabulary on music and technology was generally very good.

GTA: Students cope well with questions on the GTA, with technology being an area where many students have good knowledge. Students were also able to respond to questions related to music and relationships, but with a varying amount of detail.

Lifestyle, Health and Fitness

Stimulus cards: Students generally coped well with understanding both cards 1 and 2. Some weaker students missed out on the word кроме for Q3 (card 1) and continued to talk about healthy diets. Similarly some students had difficulty with Q3 (card 2) and understood the question as какая кухня – здоровая? with no mention of their country.

GTA: Students coped with this GTA well overall. They had lots of ideas and many students were able to show that they had researched their topic in depth, backing their ideas with scientific fact and statistics.

The World Around Us

Stimulus cards: Students seemed to cope well with both cards for this GTA and although the content seemed slightly more challenging for some students, the vast majority understood all the questions well.

GTA: Students who had prepared this topic did very well and were able to talk about environmental issues at length and show a wealth of knowledge backed with scientific fact and statistics. For non-learners of the language, however, this proved to be the most challenging GTA and students occasionally did not have the vocabulary or the ideas to discuss some areas of it in detail.

Education and Employment

Stimulus cards: Students coped well with both cards and clearly had a good understanding. On cards 1A and 1B there was sometimes a little confusion about who the оппоненты were and therefore incorrect answers

were given for Q2. Some students also found it difficult to come up with ideas for card 2 Q4 whilst others had a wealth of ideas.

GTA: Many students choosing this GTA had an excellent knowledge of educational systems (both in the UK and Russia and countries of the former Soviet Union) and were able to discuss ideas on education and employment at good length. Some students showed less knowledge of the GTA by just talking about their future plans without going into further details.

Comments on students' performance in Section B

The majority of students 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 student 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 students' answers. For example, discussion of the use (or otherwise) of drugs might be a topic for a student 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 student's GTA. An example might be a question about which subjects the student is studying where the student's chosen GTA is Lifestyle, Health and Fitness. On such occasions, the student'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 student's mark. The following advice is offered in the light of previous examination series. Further advice about the conduct of the test can be found in the Pearson/Edexcel AS/A2 Russian Oral Training Guide, available on the Pearson/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. There is no need to extend Section A to last 4 minutes; once the student has answered the four set questions the teacher/examiner should begin Section B. It is in the student'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 student 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 student is saying, or at the end of the student's next answer, whichever comes first.

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 student 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 student has already partially answered a 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 student'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 student's work. An example might be where the teacher/examiner says «хорошо» at the end of an answer before asking the next question, or «вопрос номер один / номер два» etc. before the questions.

However, if the teacher/examiner changes or rephrases the question in any way, then the student'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 can 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 student's mark for Response. Students should be taught an appropriate way to ask, in Russian, for the question to be repeated.

As the teacher/examiner may not rephrase or expand the four questions set by Pearson/Edexcel, during preparation for this part of the test students should be coached to give full answers to the set questions. Students and teachers should also be aware that the first two questions on each card (factual questions about the text) do not require very long answers, while more extended answers are expected in answer to Q3 and Q4.

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 student's chosen GTA. For example, in this year's tests, the topic of the second stimulus card for The World Around Us, «Отдых в Финляндии», is "Tourist Information, Travel

and Transport". 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. "Weather (e.g. natural disasters, climate change)" and "Pollution and recycling". If this is not the case, then the student cannot access the full range of marks available for "Understanding – GTA".

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

GTA 1 - Youth Culture and Concerns

Subtopics:

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

GTA 2 - Lifestyle: Health and Fitness

Subtopics:

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

GTA 3 - The World Around Us: Travel, Tourism, Environmental Issues and the Russian - speaking World

Subtopics

- Tourist Information, Travel and Transport
- Weather (e.g. natural disasters, climate change)
- Pollution and Recycling

GTA 4 - Education and Employment

Subtopics

- 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 student 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 student to use AS level language and structures. A list of example questions for this examination can be found in the Pearson/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 student to expand on answers, to provide detail and clarification.

There is no requirement for the student 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 student 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 student's ability to access the full range of marks available. Students have a free choice of the GTA they choose, but should be advised to choose a topic area which they have prepared and which they are ready to discuss in detail.

Recording quality

All centres this year submitted the recordings of the tests on CD or USB sticks and the quality of the recordings submitted was generally very good. Not all the recordings submitted, however, were in an acceptable format. It is the centre's responsibility to submit the recordings in one of the formats accepted by Pearson/Edexcel; details of the permitted formats can be found on the Pearson/Edexcel website. It is also the responsibility of the centres to ensure that the recording quality is sufficiently loud and of decent quality. Centres should also take care to package material carefully as some CDs were broken in the post.

Administration

The majority of centres submitted a completed OR1 form for each student. One OR1 form should be provided for each student. The centre should send to the examiner the top two copies of the attendance register (completed and signed), the completed OR1 forms and the recordings of the tests. 6RU01 and 6RU03 tests for the same centre are usually marked by different examiners and so should be recorded and submitted on different CDs / USB sticks.

Marking guidance for oral examiners

Tests that are too short

A test is too short if it is less than 7 minutes 30 seconds. Students are allowed a 30 second tolerance.

Drop down one mark band to the corresponding mark across the following assessment grids:

- 'Quality of Language – Accuracy'
- 'Quality of Language - Range of lexis'
- 'Response'

e.g. If a student would have scored 7, they should be given 5, if they would have scored 6, they should be given 4. This will not affect the other assessment criteria 'Understanding – Stimulus specific' or 'Understanding – General Topic Area'.

Test that are too long

The test should last 8-10 minutes. Where a test exceeds this and the student is speaking as 10 minutes elapses, the examiner listens to the end of the student's response, or to the next sense break in what he or she is saying, and then stops marking. If the teacher/examiner is speaking as the 10 minutes elapses, the examiner stops listening at that point.

Tests that do not move away from initial input (i.e the topic of the stimulus card)

Students are limited in the amount of marks they can score.

- 'Quality of Language - Range of lexis' – limited to a maximum of 3 marks
- 'Response' – limited to a maximum of 8 marks
- 'Understanding - General topic area' – cannot score more than 0

Please note:

"Understanding – Stimulus specific" should only be used to mark Section A of the oral test.

"Understanding – General topic area" should only be used to mark Section B of the oral test

When marking the oral exam, examiners are advised to immediately allocate a mark for Section A, "Understanding – Stimulus specific", prior to allocating marks for the rest of the test (Section B).

