

Examiners' Report
June 2016

GCE Russian 4 6RU04 01

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Introduction

In the seventh year of this advanced level unit, examiners very much enjoyed reading the range of responses from candidates. Careful note has been taken of suggestions made in previous reports, and it was pleasing to note how many candidates were able to achieve very high marks overall. As last year, examiners have seen a range of answers, but there continue to be some centres who submit candidates who have a very impressive command of grammar and lexis and who have completed thorough research for their Research-Based Essay. Those who scored the highest marks overall wrote discursive essays which were persuasive yet balanced, creative essays which were lively yet focused, and Research-Based Essays which were outstanding in their marshalling of factual information and their analytical approach.

This unit requires candidates to answer three questions in two and a half hours. The translation (section A) is worth 10 of the 100 marks available and a proportionate amount of time to spend on it would be 25-30 minutes. Section B and Section C are each worth 45 marks, and so an hour on each of these would represent appropriate division of time. Candidates have clearly been well trained on time management for this examination.

The number of answers to questions in section B and C which were overlong has reduced again this year. This is pleasing, as candidates are significantly disadvantaged when they write overlong answers. Examiners would like, once again, to remind centres that the upper word limit for these sections is 200 words. For section C, quotations, proper nouns and dates may be excluded from the overall word count. Examiners stop reading at the end of the sentence in which the 200th word lies. This may impact candidates who have not had appropriate guidance and have therefore written overlong essays.

In both Section B and Section C, overlong answers lost marks for Organisation and Development, and it was also often true that they failed to answer the question fully, as key information was contained in the section which lay beyond the word limit. Centres and candidates, should note that there is more space provided than is usually necessary for 200 words and that the space is not an indicator of how much candidates should write. There were very few short answers, as always, but where an answer was short, it often contained very little information or argument and therefore scored very low marks.

The approach to individual questions is considered in the reports on each of the options which follow. An example from a candidate's response is given for each question. Please note that, in some cases, only part answers are given as exemplification. A general summary of areas for improvement for Sections B and C is also given as this may prove useful for centres.

The examining team would again like to pay tribute to those teachers of Russian. The impression is that there is an increase in candidates from schools where Russian is taught within the curriculum and it is clear that teachers of Russian are behind the drive to increase uptake and keep Russian at the centre of modern languages curricula. Thank you, once again, to all those who are keeping Russian at GCE Advanced Level alive and well.

Question 1

Section A of this paper required candidates to translate a short passage of English into Russian. The passage is split into 30 assessable elements and one 'point' is gained for each correct element at the marking stage. A mark out of 10 is awarded based on the number of correct elements (see the mark scheme). For an element to be considered correct it must have all the details contained in the English original (i.e. no word omitted) and all the grammatical endings (case endings, agreements and verb endings) had to be correct. One spelling or transliteration error was allowed per element, provided that it was not grammatical and did not affect the sound significantly when read aloud.

Overall, the majority of candidates performed well in this task. Very many candidates were able to achieve 7 or 8 marks, and the number scoring 9 has increased over recent years. Very few candidates were able to score 10 marks, and there was not an increase overall in those scoring at this level. It remains the case that many candidates lost marks due to the omission of elements, for example, failing to translate 'recently' in 'recently suggested'. As is the case every year, those with very little ability to manipulate the grammar of the language scored very low marks, perhaps 1 or 2, despite knowing much of the required vocabulary. They often gained points for elements such as 'не делают', 'достаточно', 'что, когда', 'играть роль', 'каждый день', 'ситуация' and 'сказали они', these elements having been designed to allow candidates to gain marks at the lower end of the scale. Those who have not mastered at least some of the more complex grammar required at this level will not perform well.

Candidates faced the most difficulties with the following elements:

'A large charity' was incorrectly translated by very many candidates. 'Large' was often rendered as 'огромный', which was not accepted, whereas 'большой' and 'крупный' were. 'Charity' presented difficulties, with some candidates completely omitting it. Candidates often used the abstract noun 'благотворительность', which was not acceptable in this context. Either 'благотворительная организация' or 'благотворительный фонд' would be the ideal translation here. Candidates needed to make sure that the verb in element two agreed with whatever they chose for element 1.

In the element 'recently suggested', 'recently' was often omitted. A wide range of translations for 'suggested' were accepted, with 'предложила' the most common. This verb needed to be in the past tense and to convey the idea of expressing an opinion or stating a view in order to be accepted.

'that European governments' was one of the most frequently incorrect elements because 'governments' was often rendered as 'государства'. This is a different idea to that of 'правительства' and so was not accepted. The use of a singular 'европейское правительство' was also not accepted.

The required dative plural in the element 'to help children' was often incorrect, with candidates frequently suggesting 'детей' here.

'It is believed' was often translated as 'это верил' or 'это верит'. The most common correct translations of this element were 'верят', 'верится' and 'считается', although a wide range of variants were accepted.

In the element 'serious financial problems', 'financial' was often spelt incorrectly in Russian, with 'финансиальные' occurring reasonably frequently.

'that there are 14 factors' presented some difficulties as candidates sometimes failed to use the correct genitive plural. '14 фактора' and '14 факторы' occurred often. Candidates are reminded that if they write out a number in full (such as 'четырнадцать' for '14') then they must spell this correctly.

'in a child's life' was incorrect in many cases. The plural construction 'в жизни детей' was accepted, but when candidates used a singular construction with 'ребёнок', they often failed to take account of the fleeting vowel, and so translated the element as 'в жизни ребёнка'.

Some candidates did not translate 'books at home' correctly because they used 'домой' instead of 'дома' or 'в доме'.

The spelling of 'овощи' was often incorrect, with one candidate offering 'фрукты и оружие'.

For the element 'and money for school trips', the most common translation for trip was 'поездка'. Some candidates struggled with the genitive plural of this, however, as they did with the other common translation 'экскурсия'. Candidates would benefit from revision of the case endings for nouns in '-ия'. It was also possible to use the preposition 'на' here, followed by the accusative case, and many candidates did this.

Many candidates failed to spot that a conditional construction was not required for the element 'if politicians do', and so translated this as 'если бы политики сделали'. This was accepted, if the verb was correctly in the past tense, but candidates could not gain marks for both 'if politicians do' and 'will improve' if both parts of their translation did not function correctly together. To gain both marks, they would have had to use either both conditional elements with 'бы' or a present/future tense construction.

Perhaps the element with the most incorrect translations was 'for poorer families'. This is likely to be because candidates failed to spot that this involved a comparative adjective. The translation 'для бедных семей' was not accepted.

This candidate shows a very good knowledge of the vocabulary required for the task, but shows a number of errors as outlined above, as well as some others.

SECTION A: TRANSLATION

Question 1

Translate the following passage **into Russian**.

A large charity recently suggested that European governments are not doing enough to help children who live in poverty. It is believed that when countries have serious financial problems, children suffer most of all.

The organisation explained that there are 14 factors which should play a role in a child's life, including books at home, fruit and vegetables every day and money for school trips. "If politicians do a little more for poorer families, the situation will improve," they said.

(10)

Большая ^{организация} ~~организация~~ ^{недавно} ~~недавно~~ ^{говорит} ~~говорит~~, что
европейские ~~европейские~~ ^{правительства} ~~правительства~~ не делают много, чтобы
помогать ^{детям} ~~детям~~ которые живут в бедности. Это
считается ^{верно} ~~верно~~, что когда страны имеют серьезные
экономические проблемы, дети страдают более.
Эта организация объяснила, что есть
четырнадцать факторов которые должны играть
роль в жизни ^{человека} ~~человека~~ ^{маленького} ~~маленького~~, включая *
книги дома, фрукты и овощи каждый день и
* деньги для школьных путешествий. "Если бы

политики гелам доньне для ~~семьи с детьми~~ ^{и бедных семей}
~~детей~~, ситуация бы улучшилась", говорили
они.



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Examiner Comments

This answer scores 5 out of 10. A number of minor errors mount up, even though there are few vocabulary issues. This candidate would benefit from thorough checking of his/her work.



ResultsPlus

Examiner Tip

It can be a good idea to go through the translation and annotate it with the case endings or particularly difficult structures you are going to use. This can help you make the right decisions.

This is an example of a candidate who has an excellent ability to manipulate the grammar of the language. A few slips mean that the score overall is reduced, and there are a few vocabulary issues.

SECTION A: TRANSLATION

Question 1

Translate the following passage **into Russian**.

^{благотворительности опаздывает}
A large charity recently suggested that European governments are not doing enough to help children who live in poverty. It is believed that when countries have serious financial problems, children suffer most of all.

The organisation explained that there are 14 factors which should play a role in a child's life, including books at home, fruit and vegetables every day and money for school trips. "If politicians do a little more for poorer families, the situation will improve," they said.

(10)

Большая благотворительность опаздывает помогать детям, живущим в бедности. Считается, что когда страны имеют серьезные финансовые проблемы, дети страдают больше всего.

Организация объяснила, что есть 14 факторов, которые должны играть роль в жизни ребенка, включая книги дома, фрукты и овощи каждый день и деньги на школьные поездки. «Если политики сделают немного больше для беднее семей, ситуация улучшится».



ResultsPlus

Examiner Comments

This translation scores 8 out of 10. Points are lost for 'a large charity', 'most of all', 'the organisation explained', 'in a child's life', 'and money for school trips' and 'for poorer families'.



ResultsPlus

Examiner Tip

Candidates should examine the required grammar appendix in the specification and ensure they know the most difficult structures. It is likely that the translation will test a range of the grammar in this appendix.

This is an example of an excellent translation. The candidate has a full grasp of the linguistic requirements at this level.

SECTION A: TRANSLATION

Question 1

Translate the following passage **into Russian**.

A large charity recently suggested that European governments are not doing enough to help children who live in poverty. It is believed that when countries have serious financial problems, children suffer most of all.

The organisation explained that there are 14 factors which should play a role in a child's life, including books at home, fruit and vegetables every day and money for school trips. "If politicians do a little more for poorer families, the situation will improve," they said.

(10)

Большая благотворительная организация недавно предположила ^{что} ~~что~~ Европейские правительства не делают достаточно чтобы помочь детям, которые живут в бедности. Считается, что когда страны имеют серьезные финансовые проблемы, дети страдают больше всего.

Организация объяснила что есть 14 факторов, которые должны играть роль в жизни ребенка, включая книги в доме, фрукты и овощи каждый день и деньги на школьные поездки. "Если политики сделают немного больше ^{для} ~~для~~ более бедных семей, ситуация улучшится", они сказали.

~~организация~~ ~~предположила~~
~~что~~ ~~Европейские~~



ResultsPlus
Examiner Comments

This translation scores 10 out of 10.



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Examiner Tip

Candidates must ensure that they learn their grammatical endings thoroughly and have plenty of practice in applying these in exam-type settings. A knowledge of vocabulary is not enough to score more than 3 out of 10.

Question 2 (a)

General Comments on Section B: Creative or Discursive Essay

In the creative essays in Section B, the best essays (scoring 13-15 for Understanding and Response) were succinct and succeeded in telling the whole story in the space available, or built sufficient suspense to leave the reader wondering about the characters or what might happen next. Good answers to question 2c, the newspaper article, were written in an appropriate journalistic style. Almost exclusively, the creative essays were attempted by non-learner candidates who had not received guidance on what might constitute successful creative writing; candidates must pay careful attention to the planning of their work.

Poorly planned pieces often contained lengthy scene setting or description of character but little action. Writing a successful piece of creative writing in 200 words is a challenging task and not something which should be embarked upon without first planning content or structure. There were very few completely irrelevant essays, although some were considered to be 'pedestrian' or failed to grab the examiners' attention. They usually scored no more than 7-9 for Understanding & Response ('satisfactory [...] response to stimulus').

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

Question 2 (a) was the most popular of the creative essay options. Candidates were presented with a picture of a man sitting on the beach in a deckchair with a laptop on his lap and invited to tell his story. The best answers explored the events that led up to the scene in the picture, or in some cases told the story of the man's life more widely. Some answers were written in the first person, and these often worked very well, sometimes being presented as having been written by the man on the laptop. Lengthy scene setting often meant that the candidate scored badly for Understanding and Response. The least successful answers often started with the phrase, 'The man is on the beach and using his laptop because...' or similar, or described the location rather than a series of events which led up to the scene in question.

This candidate tells the story of how the man ends up on the beach. It is something of a

fairly tale, with the style to match. It is not grammatically perfect, but it is amusing, succinct and engaging.

Chosen question number: Question 2(a) Question 2(b)
Question 2(c) Question 2(d)
Question 2(e) Question 2(f)
Question 2(g)

Т. 10. 11

Жили были дед и бабка со своим ^{сыном} сыном, ^{назвали} которого все звали «Иванушка Дурак». Иванушка был самым ленивым и глупым мальчиком в деревне. В школе он получал сплошные двойки. ~~но все~~ ~~прид~~ // Сейчас ему уже 20 лет но ~~он~~ ~~все еще~~ такой же мало чего изменился. ~~Он~~ ^{Теперь он} теперь ^{он} весь день проводит либо в кровати, либо перед экраном своего компьютера. ~~Но~~ ^{Хотя} Однако, одна вещь ~~измени~~

распабѣться».

14

~~Так он и сидит,~~
с тех пор,
~~каждый день~~
каждый день он сидит на пляжу
перед лантоном. Визѣт дуракам! 10



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Examiner Comments

This is a very good answer. It scores in the 13-15 band for both Organisation and Development and Understanding and Response, and also in the top bands for Range and Application of Language and Accuracy. The candidate engages the reader with an amusing start and there is the sense that it is a complete piece of writing. The language is well manipulated, if not perfect.

Question 2 (b)

There were a number of good answers to this question, which presented candidates with a scenario where a man is just about to get off a train and sees a woman on the platform. The question suggested that candidates write a dialogue, although many did not spot this and instead wrote an ordinary prose piece. Both forms of writing were accepted by examiners as a legitimate response to the stimulus. Many answers focused on a romantic involvement between the man and the woman, the meeting usually a rekindling of the relationship, although just as often the woman was the man's mother and he was returning after some time away, often serving the army.

This candidate succeeds in giving the two characters an authentic voice through the use of dialogue. We are immediately transported to the station platform and can see the expressions on the characters' faces. The pace is swift, and the word limit is used well; nothing is wasted. In the end, Pavel has a rather important question for Masha.

Chosen question number:

Question 2(a)

Question 2(b)

Question 2(c)

Question 2(d)

Question 2(e)

Question 2(f)

Question 2(g)

~~Возврат~~
~~Поезд~~
~~прибыл~~
~~на~~
~~вокзал~~
~~Павел~~
~~посмотрел~~
~~в~~
~~окно~~
~~и~~
~~увидел~~
~~женщину~~
~~Он~~
~~глубоко~~
~~вздыхнул~~
~~и~~
~~вышел~~
~~из~~
~~поезда~~
~~Этот~~
~~момент~~
~~которого~~
~~он~~
~~весь~~
~~жизнь~~
~~ждал~~
~~Женщина~~
~~его~~
~~увидела~~
~~и~~
~~быстро~~
~~подбежала~~
~~"Павел!~~
~~Как~~
~~приятно~~
~~тебе~~
~~увидеть!"~~
~~Она~~
~~начинала~~
~~его~~
~~обнимать~~
~~но~~
~~он~~
~~ее~~
~~не~~
~~пустил~~
~~41~~

"Тедя може, Мама."

На одну минуту была тишина, и Мама на его смотрела, не понимая, почему он ^{остановился} ~~остановился~~
"Скажи ^{ей!} ~~ей!~~" Павел думал себе. Но он ни смог. Почему-то он сразу боялся. А если ей не понравится что он скажет? Нет, ^{лучше} ~~лучше~~ ^{показать} ~~показать~~ ^{просто} ~~просто~~ ^{выйти из вокзала} ~~выйти из вокзала~~
И вот он ^{просто} ~~просто~~ ^{пошел} ~~пошел ^{домой} ~~домой~~, Мама за ним.
60~~

"Павел-?" Она начала ^{спросить} ~~спросить~~ ^{спросить} ~~спросить~~

"Мама?" Он её не давая ^{заключить} ~~заключить~~ ^{вопрос} ~~вопрос~~

“^{Это же} ~~Али~~ ты хочешь мне сказать?” она
спросила. “А ведь ты же знаешь-можно
тебе мне всё рассказать!”

“А этого нет, я не могу.” Он думал себе.

“Да, я знаю, Маша. ~~Мне, просто~~ думаю
я просто устал.” Он ответил ей.

“Табей!” она почти кричала, ^{рассердилась.} “Ты же ~~знаешь!~~
Как ты можешь меня так ^{врать} ~~лгать!~~ Мы
же дружились на 10 лет, я знаю когда
ты врешь! Вот и говори правду сейчас!”

Табей открыл рот, и закрыл его.

“~~Маша...~~”

“~~Да?~~”

“Я... не знаю как ~~этого~~ сказать.”

“Старайся.”

“Маша... ~~Мне так тяжело~~ ~~сказать~~ ~~тебе~~ ~~этого~~”

“Да?”

“Маша, ты выйдешь замуж ~~за меня?~~ ^{за меня?}”

198 слов



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Examiner Comments

This is an excellent piece of writing. Careful use of language, a well-constructed and authentic dialogue, and good (not perfect) accuracy combine to make a piece which scores in the top band across all categories. There is a lovely cliff-hanger at the end which leaves us smiling.



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Examiner Tip

When writing a story in 200 words, you need to think about plot carefully. You do not have space to describe the scene or the characters more than might be gained incidentally from the plot. It is best to jump straight in. Suspense and surprise are good tools for this task, as we see here.

Question 2 (c)

This question required candidates to write a newspaper article in response to a headline given on the exam paper, in this case the story of a boy who played a computer game for 72 hours without a break. The requirement to write a newspaper article was realised successfully in the majority of cases, with some very convincing pieces which precisely reflected an appropriate journalistic register. The majority of the articles were cautionary tales for parents in the modern world; in many cases the parents had gone away and left their son home alone or in the care of a relative, and the son had taken advantage of this scenario to complete his gaming feat, this often resulting in admission to hospital. In a few cases, the gaming marathon was a competition which the boy had entered, with parents and relatives fully in support. In some cases, the tone of the article was instructive, telling parents reading the article that they need to be more careful and ban their offspring from playing games to prevent the situation in the headline happening to them. The best answers struck a journalistic tone and succeeded in presenting the events reasonably neutrally, allowing the reader to draw some conclusions for themselves about the boy and his family.

This candidate succeeds in writing a journalistic piece which focuses on a regime recommended by doctors for those children who might be tempted to play computer games for too long.

Chosen question number: Question 2(a) Question 2(b)
Question 2(c) Question 2(d)
Question 2(e) Question 2(f)
Question 2(g)

"Подросток играл на компьютере 72 часа без перерыва!"

Ребенок, которому 13 лет, с Пятницы по Воскресенье, не выполнив домашней работы, сидел и играл в игру под названием "Warcraft". Уже в таком возрасте у ребенка появилась зависимость к компьютерным играм. Родители мальчика, очень переживают за его здоровье, так как ему только 13 лет, а он уже носит очки и предвещают, что его близорукость развивается с каждым годом !!!

Так же ребенок мало активен, всё потому, что всё своё свободное время он проводит за компьютером, и это не здоровую привычку.

Доктор Ирина Петровна говорит: - "Сейчас всё больше и больше детей начинают увлекаться компьютерами и всё меньше проводят времени за книжками или во дворе с друзьями, что может привести к

замедленному развитию ребенка?

Доктора и специалисты предложат родителям курсы специального курса для их детей, который включается в себя санаторий или детский лагерь за городом, где у детей будет большая возможность пообщаться с ровесниками и познакомиться со специалистами с учителями.

Так же для детей будет составлен график, который они должны будут соблюдать.
График будет такой:
~~График~~: вставать все дети будут в 7:45 и делать зарядку. Затем у них будет полноценный завтрак, после которого будут проходить занятия с ~~учителем~~ учителями. После этого у них будет обед из мяса и салата. В конце вечера дети могут поиграть с друзьями на площадке и пообщаться с детьми воздуха.



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Examiner Comments

This answer scores in the top band for all categories. The piece is original and well written. It could perhaps be slightly improved by the addition of some kind of reference back to the original teenager at the end.



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Examiner Tip

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

Question 2 (d)

This question, which was the least popular of the discursive essay choices, required candidates to reflect on whether the education system is ideal when there is a choice between private and state schools. There were some excellent answers, with the majority of candidates able to present a balanced argument. Weaker answers tended to miss the notion that choice of school may or may not be important, and instead focused on the benefits of private education over state education and vice versa. The strongest answers often started by presenting reasons why the freedom to choose a private school might be beneficial, such as opportunities for sport and music, smaller class sizes and the benefits these might bring, a lack of good school places in the state sector, better examination outcomes and access to universities, and often noted that private education is a right of those who can afford it. Some suggested that private education in Russia is now the only viable option for those who wish to achieve academically, given a lack of resources in the state sector. Good candidates went on to suggest that these benefits of choice might not be in the best interests of all children, given that some would not be able to access them due to their financial position. The impact of the opportunity to choose a private school or not on the social mobility of all children was usually mentioned in the best answers. Some concluded that, although there are problems with the current system, an ideal system is one where parents have a choice of school, although nearly as often it was concluded that all schools would be better if parents did not have a choice and simply sent their child to the nearest state school.

This candidate has produced an excellent essay which considers both sides of the argument. The first half points out that parents simply want the best for their children and have the right to choose if they can pay, as well as noting how many people have been successful after having been educated privately. The second half notes that the system we have cannot be called ideal, because inequality in education leads to inequality in society, and that it is better when children are able to mix with people from different backgrounds. The candidate concludes that an ideal system is one where every child has access to the best education regardless of finances.

Chosen question number: Question 2(a) Question 2(b)
Question 2(c) Question 2(d)
Question 2(e) Question 2(f)
Question 2(g)

Plan

Intro → educational issues - controversial
→ a lot of parents want a choice
→ others say that it harms society

Side 1 → parents ^{хотят выбрать} want the best education for their child - under-structure
→ right to choose if they can pay
→ many successful people have been educated privately - world leaders/scientist/academics

Side 2 → better for children to be educated at state schools
→ inequality in education = inequality in society
→ better if people of different social classes/backgrounds mix

Conc → ~~although~~ despite the obvious advantages of private education, the 'ideal' system would be where all children have access to the best education

В современном мире, вопрос образования является очень спорным. ~~и многие родители выбирают идеальную систему для детей.~~ Хотя некоторые утверждают, что это лучше когда можно выбрать, другие говорят, что эта система - плоха для общества.

25
Нет сомнения о том, что когда ~~можно выбрать~~ ^{есть выбор} ~~можно выбрать~~ ^{есть преимущество} для школьников. Само собой разумеется, что родители хотят, чтобы их дети получили самое лучшее образование и следовательно они выбирают частные школы. ~~Вместо этого,~~ Согласно исследованию, это легче для ~~детей~~ людей быть успешными в будущем ~~если~~ если они учились в частной школе из-за лучших ресурсов, которые школьники ~~получают~~ ^{получают}. Таким образом, если родители могут платить, они должны иметь право выбрать? 89 125

Сказав это, нельзя отрицать, что есть много проблем с системой образования и было бы ошибкой сказать, что это идеальна. На самом деле, ~~чтобы избежать~~ ^{считается плохой} существование частных школ ~~плохо~~ ^{плохо} для общества так как когда есть неравенство в образовании, будет неравенство в обществе. Например,

Хотя люди в частных школах часто успешны и, это не справедливо, что школьниками в государственных школах не имеют доступ к этим возможностям. ^{Преимущество} ~~Преимущество~~ все же, это лучше ~~тогда~~ когда дети ходят в школу когда они позволяют познакомиться с группой людей и разных классов. ~~и это также возможно~~ ~~возможности~~ ~~использовать~~

В я общем, можно прийти к выводу, что есть ^{хотя} очевидные преимущества когда люди могут ^{выбрать} ~~выбрать~~ это не ^{справедливо} ~~справедливо~~ система образования. ~~и идеальная~~ «Идеальная система» и - где все дети школьниками имеют доступ к лучшему образованию независимо от богатства.

(20)



ResultsPlus Examiner Comments

This candidate uses a range of essay phrases and complex structures, and the work is extremely accurate, and so the marks for Range and Application of Language and Accuracy are in the top bands. The essay is very well constructed, and the ideas are presented clearly and concisely. It scores in the top band for Understanding and Response and Organisation and Development.



ResultsPlus Examiner Tip

Make sure you plan your discursive essay thoroughly. A carefully planned argument, which brings in the main issues but does so in a sophisticated and not simplistic way, will lead to a better outcome. Many candidates write out their plan before they begin, so that they stay on track, as this candidate has done.

Question 2 (e)

This question required candidates to reflect on whether or not young people are aware of how alcohol can damage their health. It was the most popular choice of discursive essay question, perhaps because candidates felt that they had some personal experience they could use to help them in their argument. There were some excellent balanced answers, although a large number of candidates declared their stance at the outset and only briefly dealt with the other side of the argument. Good answers tended to suggest that there is an abundance of information available to young people in school, via social media and through national campaigns, and that it is clear that young people do know about the dangers of alcohol even if they choose to ignore these lessons. Many candidates picked up on the poor example set by some celebrities that helps young people to know that alcohol consumption will lead to poor health. Candidates often went on to explain that, on the other hand, young people might need much more information about the dangers of alcohol in comparison with, for example, smoking or drugs. It was common for good essays to suggest that society sees these 'vices' as unacceptable, but that alcohol is socially acceptable, and this means that young people do not see it as dangerous. A fairly large number of candidates got side-tracked into elaborating on the dangers of alcohol and the science of it breaking down as it passes through the human body. These candidates clearly knew their biology well, but did not really address the question of whether young people (in general) actually understand the fact that alcohol is harmful. The weakest answers tended to be both one-sided and full of generalisations about what young people think, based on few solid examples.

This candidate has produced a good answer. He has a good range of essay phrases at his disposal and uses these carefully to help structure the essay. The two sides of the argument are clearly laid out, and the conclusion is credible. The candidate begins with a neutral introduction, which probably has a pre-planned structure. He goes on to argue that, on the one hand, young people drink due to peer pressure, and that they do not get enough information from school about the dangers of this. The fact that they see adults drinking is mentioned. On the other hand, the candidate argues, there are people who know the dangers. Personal examples are given of people the candidate knows who do not drink. The candidate concludes that it depends on the young person, but that more should be done to prevent young people from trying alcohol.

Chosen question number: Question 2(a) Question 2(b)
Question 2(c) Question 2(d)
Question 2(e) Question 2(f)
Question 2(g)

Неоспоримым фактом является то, что алкоголь
играет очень большую роль в повседневной жизни
среди ~~многих~~ молодых людей. Однако некоторые
да утверждают, что алкоголь ~~никогда~~
~~большая~~ ^{серьезная} проблема для них из-за того, что
они не знают опасности ~~этого~~ ^{этой}. Это не секрет
что алкоголь может вредить здоровью ~~да~~ ^{но можно}
утверждать, что ~~многие~~ ^{многие} молодые люди принимают
~~другие~~ ^{на протяжении} ~~много~~ ^{на протяжении} ~~на протяжении~~
о опасностях ⁵⁵
~~В последние~~ ^{С одной стороны}
~~Возраста~~ ^{Возраста}. В современном мире много

молодых людей думают, что это 'круто' пить
слишком много, чтобы выглядеть хорошо перед
своими друзьями. Эта проблема ^{из-за факта, что} ~~поэтому, потому,~~
~~они не получают информации из~~ ^{они не получают информации из} ~~школы и в~~

~~других случаях~~ ^{они} ~~и видят~~ ^{взрослые делают}

я согласен с этим мнением и ~~я верю, что~~
это. ~~Чтобы решить эту проблему я верю, что~~
~~к сожалению, алкоголь будет править их жизни~~
~~правительством должны~~ ^{еще} ~~сделать что-то~~

для многих людей!
проблема.

Однако, ~~с другой стороны~~
~~Однако, с другой стороны~~, я не
~~Вел-втерых~~ ~~я абсолютно согласен с этим~~

мнением потому, что есть умные молодые люди

которые принимают опасности. Например, в

моем ^{моем} школе много ~~не~~ друзей не пьют алкоголь

по многим причинам - они знают, что может

Question 2 (f)

This question required candidates to express a view on whether parents should find out more about the influence of social networks on their children. Many candidates responded to the opportunity to discuss a very current issue with some excellent answers. The weakest answers were often one-sided, declaring that parents should know more about the dangers of the internet in general, but not relating this specifically to social networking sites. Other weaker answers tended to focus on the advantages and disadvantages of social networks without dealing with the issue of parental involvement. The strongest answers were likely to argue that parents need to have a keen interest in what their children are doing online; this was in order to help mitigate some of the dangers which children face nowadays on the internet, such as cyber-bullying, predators and criminals who may pose as young people in order to gain their trust, and in some cases the danger posed by those who might wish to encourage young people into terrorism. Strong answers would then go on to suggest that, on the other hand, young people have a right to private life and that there are already in-built safety mechanisms (such as a minimum age and reporting buttons) in social networking sites. Many would mention that young people might be embarrassed by parental involvement in social networking, and would not want their parent to be a 'friend' on one of the sites. They would also mention the benefits of social networking for young people, such as the opportunity to stay on contact when lives are busy.

This candidate has written a good answer to the question. On the one hand, it is suggested, social networks allow children to be in contact with dangerous people, and in order to do their job of protecting their children properly, parents need to know what they might be doing online. On the other hand, we are told, young people have a right to do as they choose without parental interference. It is also noted that parents should be concerned with the health of their offspring, this being a bigger problem nowadays. The candidate concludes by noting that parents need to know more about the dangers that exist online in order to protect their children.

В течение многих лет, дебаты не ~~сфокусируются~~^и о влиянии ~~на подростков~~ и некоторых сайтах на молодых людей, и роль родителей это касается интернета. Но должны ли родители узнать больше ~~о~~^о социальных сайтах?

Прежде всего, нельзя не заметить, что эти сайты могут быть очень опасными, из-за того, что ~~они~~ они позволяют детям быть на связи с опасными людьми, ~~которые~~ собираются ~~и~~^и вредить ~~их~~^{их}. Родителям ~~надо~~^{нужно} понимать это, чтобы они могли защищать их детей.

Более того, это ответственность родителей ~~и~~^и правильно воспитать детей и охранять их, так они ~~должны~~^{сами} ~~делать~~^{должны} больше. К тому же, ~~если~~^{если} родители узнали больше о социальных сетях, ~~они~~^{они} улучшили бы отношения с детьми.

~~Но~~ С одной стороны, некоторые люди говорят что это - плохая идея. Усталость быть самостоятельными, подростки хотят иметь право ~~делать~~^{то} делать ~~то~~^{то}, что они выбирают без вопросов родителей, и им ~~нужен~~^{свой} опыт жизни. Во-вторых, более ~~важная~~^{важная} проблема ~~во~~^{во} воспитании детей является здоровье, так родители должны думать только об этом,

а не о ~~жизни~~ жизни онлайн. Во-вторых, если у ~~детей~~ подростков
есть проблемы из-за социальных сетей, они могут говорить с
учителями, не только ^с родителями.

Рассмотрев на оба точки зрения, я пришла к выводу что
это ~~важно~~ важно, чтобы родители узнали больше о том,
что происходит в социальных сетях. Социальные сети могут
стремительно влиять на молодых людей, особенно когда есть
веб-сайты такие как порнография онлайн, и если родители будут
понимать это, они будут лучше ³ заботиться о детях.



ResultsPlus Examiner Comments

This essay is successful in many respects. It is well structured, although the points in the second half do not hang particularly coherently together. The candidate would benefit from reducing the number of points made in the 'against' half, but explaining those made in more detail. The candidate has been particularly adventurous in the use of language, trying out a range of more-difficult grammar. The essay scores in the top band across all categories.



ResultsPlus Examiner Tip

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

Question 2 (g)

This was a popular question and a large number of candidates decided to tackle the fine points of the economics of house building in order to help solve the problem of homelessness. Some of the responses were rather naive in their understanding of the issues involved, suggesting that homeless people cannot afford the houses and so therefore there is no point in building them. The majority of candidates did show an understanding of the subtleties of the economics behind the question, however. The best answers tended to suggest that, on the one hand, it could be argued that a government-funded house building programme would create jobs, and this would have a positive impact on the economy as a whole. Homeless people would then benefit from these jobs and the opportunity to rent or buy a house. They would go on to argue, though, that house building alone would not solve the problem of homelessness, given that many homeless people face associated problems such as mental illness, drug addiction and alcoholism. Many argued that in addition to the provision of more homes, the government also needs to provide training programmes to help reduce unemployment, and that homelessness is a symptom of other problems in society rather than a problem in itself.

This candidate has written a very good answer with, in some respects, a rather different take on the issue. After a helpful introduction, we are told that more new houses would help reduce the number of homeless people and so the amount of crime in our towns and cities. The stability brought by housing these people would enable them to work and so contribute to society themselves. On the other hand, the candidate suggests that building houses might lead to increased pollution and destruction of the environment, and also that homeless people need employment first so that they can buy their own house. The candidate concludes that building more houses is not the answer as it will lead, via increased pollution, to a less healthy population.

Транспорт в городах и деревнях. Повышенного уровня
загрязнения в атмосфере возникает сугубым образом
больше ~~вредности~~ больше нездоровых людей в
обществе. Аргументы говорят, что государство должно предостеречь
научить больше людей чистоте помнить ^{есть} бездомности
и иметь больше денег ~~всего~~ получить этого года.

Рассмотрев оба аргумента, я ^{не согласен, что} думаю ~~что~~ государство
~~не~~ должно ~~помнить~~ больше ~~людей~~ чистоте ~~помнить~~ из-за
того, что в обществе, будет больше нездоровых людей.
Уверенно, государством надо уметь ~~помнить~~ ~~научить~~ ~~помнить~~ ~~научить~~ ~~помнить~~
о том чистоте ~~помнить~~ ~~научить~~ ~~помнить~~ ~~научить~~ ~~помнить~~.



ResultsPlus
Examiner Comments

This is a strong essay. The slightly different take on the issue is refreshing, and the candidate is very capable of manipulating the language to make his desired points. There is a good range of vocabulary and the level of accuracy is strong. The essay scores in the top band across all categories apart from Accuracy.



ResultsPlus
Examiner Tip

Essays should be balanced. The best essays have introductions which do not state the side of the argument which you will come down on. Keep the introduction general; state the question and suggest that there are different opinions about it. Introductions should not be long; you should keep the space for examples when discussing the main points of the essay. You should also make sure that your essay is not a 'personal response' - try to avoid using first person constructions until the conclusion where you state the side of the argument you are supporting.

Question 3 (a)

General Comments on Section C: Research-Based Essay

The Section C Research-Based Essay was, as last year, very well handled by a high proportion of candidates from those centres where Russian is taught in the curriculum. In nearly all cases, the essays from learner candidates were a pleasure to read and the examiners would once again like to express their gratitude to teachers for their excellent preparation of candidates for this section. Many candidates' essays demonstrated their considerable, in-depth research and showed an impressive command of language and structure. Candidates are reminded of the importance of addressing the question on the paper; essays which did not actually answer the analytical part of the question scored a maximum of 13-18 for Reading, Research & Understanding. In order to score 19-24 or 25-30, essays need to offer opinion and analysis as well as factual content. This will usually involve stating a fact and then telling the reader what this fact shows us or why it is important or relevant. Conversely, the stating of opinion without sufficient evidence will also often lead to lower marks; the requirement for this unit is that candidates do detailed, sustained research in advance and come to the examination armed with facts which they then use to back up their analysis. Sadly, as in previous years, poor preparation for the examination led to a number of candidates writing almost entirely irrelevant essays or essays which simply retold the plot of a book or film, thus scoring very low marks. There was a decrease this year in the number of candidates who wrote answers to 3(a), 3(b) or 3(d) which, while often interesting, scored zero as they did not meet the clear requirement on page 40 of the specification and on the exam paper itself for the research to relate to the 'culture and / or society of a Russian-language country, countries or community.' It was therefore surprising to read essays on 'The Shawshank Redemption' and 'Romeo and Juliet'. Examiners accepted any country which formed part of the former Soviet Union or the former Russian empire as being 'Russian speaking' for the purposes of this section, and, as usual, there was a range of interesting essays on the former Soviet republics for 3(a). Candidates are reminded of the importance of writing a structured essay in this section. Those candidates who had written detailed plans virtually always performed better, and the examiners again expressed surprise at the relative lack of such plans. There were many essays which gave lots of factual information but which were really, in essence, a regurgitation of all that is known on the topic or the plot of the book or film they had read; candidates must use their factual knowledge to answer the question and support their assertions if they are to reach the higher mark bands for Organisation & Development. Essays should have an introductory paragraph and a conclusion which refers back to the question set on the paper. Examiners were surprised at the increasing number of essays which show no evidence of paragraphing and attention to the order of the points being made. Candidates are reminded that quotations do not count within the word limit and also that proper names need not be included. Very few essays contain a bibliography or sources of factual information. Whilst this is not a requirement for the higher mark bands, some 'facts' used by candidates did seem unlikely and proper referencing of sources would help candidates to prove that they have done extensive research.

This question required candidates to demonstrate their research about and understanding of a Russian-speaking geographical region or city, and specifically the political situation and whether politics has improved people's lives in the region. Often, the area chosen was too large for the candidates to focus on how politics has improved peoples' lives, and those essays which dealt with 'Russia' as the geographical region rarely scored well. Some candidates discussed both Ukraine and Russia in their answers, or made a vague reference to the political situation in Moscow but then went on to deal with Russian national politics. The most successful answers discussed specific improvements or political decisions in a specific area or city, gave some numerical information, or mentioned, for example, the name of the new city mayor. They would then go on to consider how the improvements or changes had affected local people positively or negatively. The best responses also avoided giving too much historical detail about the city, such as, for example when it was founded and how, but rather focused on the answering the question set. Candidates are reminded that, although the questions are expressed in two parts, the best essays will integrate these parts together.

In too many cases, candidates simply tacked their response to the question of the effect of politics on people's lives on the end of a lengthy description of the region or city's history. Once again, the most common regions / cities studied were Moscow, St Petersburg, Sochi, Kiev, Donbass, Donetsk, Crimea, Minsk and the capital cities of countries of the former Soviet Union, with Almaty and Astana topping this list.

This candidate describes the political situation in Azerbaijan, and explains how political stability in recent years has helped people feel more secure. A range of statistical data and factual information is given to support the points made.

Chosen question number: **Question 3(a)** **Question 3(b)**
Question 3(c) **Question 3(d)**

Азербайджан - страна Северного Кавказа, расположена между Россией, Грузией, Турцией, Ираном, Арменией и Каспийским морем. ~~Ираном и морем~~

На данный момент политическая ситуация в стране опять стабильна, после долгого периода неспокойствия в регионе Нагорно-Карабах. Этот спорный регион, был оккупирован армянскими вооруженными в 20 веке и составляет 20% азербайджанской территории. С приходом к власти Гейдара Алиева - экс лидера государства, ситуация улучшилась и начались переговоры между Россией, Арменией и Азербайджаном.

Нынешняя ситуация страны остается стабильной, а с приходом к власти Ильхама Алиева - нынешнего президента, ~~страна~~ страна начала расцветать.

Политические изменения в стране улучшили жизнь тысячи семей. Домашнее производство возросло на 10% с 2003 года, что говорит о хорошей внутренней экономике страны. Было создано очень много рабочих мест, после открытия многочисленных заводов.

Азербайджан сотрудничает со всеми соседями, экспортирует продукты, нефть. ~~и нефть~~ ~~Значительный~~ Турция и Россия являются большими союзниками

Азербайджан, поддерживая и политически и экономически.

Азербайджан старается состоять в дружеских отношениях и с западными странами, как Англия.

~~В~~ В последние 10 лет было создано много программ в Англии для студентов, кто не может оплатить обучение. Это дало возможность многим студентам проявить свои способности в зарубежных учебных заведениях.

Государство также старается помочь ~~семьям~~ беженцам из Нагорно-Карабаха, поддерживая их финансово. В 2013 году было построено 35 ~~новых~~ новых домов для семей пострадавших в войне с Армянскими войсками. Также каждый год выносятся специальные средства★

~~Нужны~~ По-моему политическая ситуация улучшилась за многие годы, так как государство выдвигает средства нуждающимся и старается улучшить образование, что является важным аспектом молодежи. С каждым годом Азербайджан улучшается и политически и экономически, что дает надежду на светлое будущее страны!

★ для этих семей в виде денег, это пенсия в стране возрасла в 4 раза с 2003 года, что тоже показывает как политические изменения позитивно влияют на жизнь страны.



ResultsPlus

Examiner Comments

This is a rare example of a 3(a) answer which scores in the higher mark bands. The candidate has completed appropriate research, or at least has an in-depth knowledge of the area. Factual content is used to support the points made, and the analytical part of the essay is reasonably well integrated with the factual content. The reader is left having learnt something about the political situation in Azerbaijan. The essay scores in the top band for all categories.



ResultsPlus

Examiner Tip

Teachers and candidates should make sure that they have prepared the full range of aspects of the specification requirements for the Research-Based Essay. Candidates offering a geographical region should be able to write comfortably on key people, events and issues (demographic, environmental, economic, social and political), and the customs, traditions and beliefs of people from that area. They should be able to explain, in every case, why they think something is important or interesting, offering their own opinion or analysis of the facts they present.

Question 3 (b)

Candidates offering historical study for their Research-Based Essay were required to describe the changes in the lives of ordinary people during the period of history they had studied, and to consider why these changes were significant. The most popular historical periods chosen for study were the Russian Revolution, the Great Patriotic War (very often the Siege of Leningrad), the USSR under Gorbachev and the reign of Peter the Great. All of these are entirely suitable periods as there really were significant changes in people's lives during these times; some candidates had selected historical periods which were too broad (such as the 20th Century or the whole lifespan of the USSR), and this tended to lead to less successful essays. The most successful answers focused throughout on the lives of ordinary people and were convincing in showing how certain historical events were significant in the lives of these people. Some candidates did attempt to answer the question set, but the amount of factual information which they could provide on the lives of ordinary people in the period was very sparse, and they were therefore not able to access the highest mark bands. There were also a great many answers which focused on a single historical character and some of these were not successful in answering the question set, and so were also not able to access the highest mark bands. It is worth candidates remembering that studying just one historical character may not be sufficient in order to answer the exam question effectively.

This candidate has chosen the period 1855-1881, and succeeds in explaining how the emancipation of the serfs in Russia led to very significant social change. Assertions are supported by evidence throughout and the candidate has clearly researched the period thoroughly.

Chosen question number: Question 3(a)

Question 3(b)

Question 3(c)

Question 3(d)

Я решила писать про период с 1855 по 1881 год, потому, что в этот период крестьяне получили отмена крепостного права (в 1861). ^{209y} Крестяне Царь Александр II был либералом и хотел, чтобы Россия ~~стала~~ ~~более~~ начала на пути к модернизации и индустриализации. Из-за этого, когда Александр стал Царём в 1855 году, он доказал много реформ.

Одним из ~~в~~ самых заметных ~~дел~~ его достижений - это было отмена крепостного права потому, что это было первый раз в русской истории ^{где} когда крестьяне получили права. Этот декрет дал обычным людям (крестьяне) возможность путешествовать, жениться, владеть землей, покупать дома и так далее. По-моему мнению, этот декрет был одним из самых известных и важной в истории России.

Несмотря на то, что Александр придерживался русификацию принципам, он

доказал много реформ в период с 1861 по 1878 годами, как: военную, экономическую, реформы местной власти и так далее. Военная реформа уменьшила срок ~~в~~ службе от 25 лет к только 6! Из-за этого, крестьяне могли, ~~в~~ первый раз в истории, думать про их будущей. Также, экономическая реформа дала обычных людей возможности открывать бизнес. Экономическая реформа тоже начала проведение развитие строительства железных дорог.

До 1855-году, у крестьяне ~~в~~ не было ^{одни} права, но когда Александр II стал царём, из жизни ~~отменены~~ совсем отменили. Из-за все Александра реформы, Россия и жизни обычных людей изменились ~~полностью~~ ^{огромно}. ~~Поэтому~~ Поэтому, я решила писать про период с 1855 по 1881 году, потому, что все реформы Александр доказал положили Россию на пути стать более демократик и модератором, чем было. В этот ~~в~~ период крестьяне жизни очень изменились.



ResultsPlus

Examiner Comments

This is a very good essay. It scores in the top band for all categories (Reading, Research and Understanding, Quality of Language and Organisation and Development). The candidate has a well-developed knowledge of the topic, makes appropriate assertions and incorporates analysis throughout.



ResultsPlus

Examiner Tip

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

Question 3 (c)

This question required candidates to describe an aspect of social development in the modern Russian-speaking society in recent years, and explain why this development could be considered significant for people. The term 'social development' was interpreted widely. Many candidates focused on smoking and alcohol, with LGBT rights in Russian continuing to feature frequently. There were some excellent answers, and these were invariably where the candidate was able to provide detailed factual information about recent developments as well as stressing their significance. They tended to have been written by candidates who have been taught Russian in schools and so understand the requirements of the specification. Some answers were very vague about the 'in recent years' element of the question, and so it was unclear how recent the changes had been. There were also, unfortunately, many answers which contained a lot of factual inaccuracies and even statistics which seemed to have been invented, as the numbers involved were not credible. Some social developments were too general and were not linked to the Russian-speaking world. There were many answers involving the internet, social media and technology in general but few of these answers made particular reference to aspects that affected the Russian-speaking in particular.

This candidate has chosen to discuss recent changes in attitudes to smoking in Russia. The essay focuses well on recent developments, and the candidate has a range of factual information to support the points being made.

Chosen question number: **Question 3(a)** **Question 3(b)**
Question 3(c) **Question 3(d)**

В прошлом у России было одно из самых больших чисел курящих в мире, но за последнее десятилетие всё меньше граждан курят.

Государство ввело «Антитабачный закон», который начал действовать 3 года назад и значит, что нельзя курить в никаких общественных местах. Благодаря закону, вдыхание табачного дыма некурящими встречается реже и сейчас число смертей среди детей из-за респираторных болезней сократилось с 12% в 2007 году до 6% в 2014 году. Правительство запретило полностью рекламу табака и выкладку табачных изделий при продаже и ввело предупреждающие картинки на пачках. Также большинство пачек сигарет стоят около 55 рублей, хотя после введения более высоких акцизов на сигареты, пачка должна стоять по крайней мере 140 рублей.

По научным исследованиям количество взрослых, которые ежедневно курят, уменьшилось с 60% в 2005 до приблизительно 34% в начале 2014 года. К тому же проблема курения среди молодёжи улучшилась, так как сегодня каждый четвёртый подросток курит. По сравнению с настоящим

149
в 2010 один из трёх молодых людей признался, что он
курил каждый день.

150
Этот аспект развития значительным для населения,
потому что курение ~~ухудшает~~ ухудшает здоровье людей,
например в прошлом году около 500,000 русских умирали
преждевременно от инфаркта или рака лёгких. Поэтому
благодаря этим мерам россияне ~~будут~~ станут более здоровыми и
оживут дольше, ~~что~~ ^{что} самое важное. качество жизни
будет улучшаться, что самое важное.



ResultsPlus Examiner Comments

This is an excellent Research-Based Essay. The approach taken is very good because it enables the candidate to demonstrate an up-to-date knowledge of recent events. The essay scores in the top mark band for all categories.



ResultsPlus Examiner Tip

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

Question 3 (d)

This question required candidates to discuss how one scene or passage from the book, play or film which they have studied is important for our understanding of one of the characters or themes from it. Candidates needed to present some information about the passage or scene and then analyse its impact on the reader by clearly referencing how it helps us understand the motivations of a key character or the details of a key theme. To access the higher mark bands, the analysis needed to be integrated into the answer. As usual, lengthy retelling of the relevant passage, or a simple description of the scene, did not score well.

Once again, this was by far the most popular Research-Based Essay question. As usual, a wide range of literary works was featured. The most popular prose works studied by learner candidates in schools this year were Pushkin's 'Пиковая дама', Bulgakov's 'Собачье сердце' and Baranskaya's 'Неделя как неделя'. At least one centre has once again been studying Tolstaya's short stories, which is pleasing, with 'Милая Шура' being the one which most candidates chose for their essay. The most popular play was Gogol's 'Ревизор', with Chekhov's 'Дядя Ваня' also featuring in many essays. Once again, some native speakers attempted to consider a scene from one of the novels of Dostoevsky or Tolstoy, with 'Война и мир' featuring often, perhaps due to the recent BBC adaptation. These were occasionally successful, but candidates are reminded that in general novels of this length do not lend themselves well to a 200-word essay. Very many native speakers attempted essays on Bulgakov's 'Мастер и Маргарита' and these were often successful. The most popular film choice for schools remains 'Утомлённые солнцем', with 'Живой' and 'Восток-запад' also continuing to feature. Amongst native speakers, the Soviet classics remain popular. Overall, the examiners were pleased with learner candidates' ability to select a suitable passage or scene and relate it to one of the characters or themes using concrete examples from the text or film - either through targeted use of quotations or by explaining the scene.

The most successful essays showed candidates' excellent essay-writing skills and were careful to address the question set. There was judicious use of quotations and the conclusion answered the question carefully. Essay phrases were used effectively and not overused. The best answers interwove the details about the scene chosen with the analysis of why it was important. These essays made it into the top band for Reading, Research and Understanding and were a pleasure to read. The candidates showed that they knew the text well and their writing was analytical and to the point; no word was superfluous to requirements. Less successful answers discussed more than one scene or spent too long on retelling the story and then only provided analysis in the last third of the essay.

This candidate has chosen to study the film 'Живой'. A key scene is described in the second paragraph and the essay then goes on to give details of the significance of this scene. Targeted quotations and brief descriptions are used and the analysis is featured throughout.

Chosen question number: Question 3(a) Question 3(b)
Question 3(c) Question 3(d)

Александр Велединский, режиссёр фильма „Живой“, рассказывает о солдате Кире, ~~вердв~~ вернувшись с войны в Миче. Он был спасён друзьями, Цорком и Никитчем, но они помиди спасая его. Теперь он страдает от чувства вины и не может адаптироваться к мирной жизни.

Ключевой момент фильма, ~~как~~ когда Кир жестоко ~~убивает~~ убивает коррумпированного чиновника майора Бойко. Кир использует меч, делая убийство более личным и особенно жестоким. Кир убивает Бойко так-как он пытается заработать деньги на травмах Кира, предвзята ~~ежедн~~ „Может тебе нужна реабилитация стоит долларов 200, договорился“.

После убийства жизнь Кира идёт под откос. До войны у Кира была ~~невеста~~ невеста, Тамара и он пошёл на войну, чтобы заработать на свадьбу, говоря: „я ~~был бы~~ пошёл ^{на} заработать на свадьбу“. Однако после убийства он больше не

диалог с мамой и видит себя как мужа и с мамой и с Панет. Мама ему говорит: „Пан приехал и всё молчишь, молчишь, а кто тебе мужья?“

~~Кроме того, по мнению Велединский использует эту сцену, чтобы показать что Кир решает проблемы в мирной жизни, как на войне. Теперь единственное будущее для него - убийство: „А я наверное к братве поеду, кимером“. Также после этой сцены Кир начинает видеть и разговаривать с призраками погибших друзей Игоря, и Никита.~~

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В конце фильма Кир убивает себя но это не удивляет зрителя поскольку сюжета видит к этому. Почему режиссер показывает главную тему - последствия войны на ветеранов в сцену. Она показывает что они страдают эмоционально и психологически, но они прощены правительством России и обществом.



ResultsPlus Examiner Comments

This is an outstanding Research-Based Essay on a film. The candidate has succeeded in integrating the analysis throughout the essay and uses targeted quotations to support the assertions made. The conclusion is carefully constructed and succinct. The essay scores in the top band for all categories.



ResultsPlus Examiner Tip

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

This candidate has chosen Baranskaya's 'Неделя как неделя' for the Research-Based Essay. Focused quotations are used carefully and the analytical parts are clearly marked.

Chosen question number: Question 3(a) Question 3(b)
Question 3(c) Question 3(d)

~~В~~^В повести «Неделя как неделя» Наталья Баранская ~~показывает советск~~ описывает неравенство полов между мужчинами и женщинами. Я считаю, что главная сцена происходит в субботу когда начинается скандал между Ольгой и Димой.

В субботу Дима ~~хочет уйти~~ уходит из дома, чтобы ~~туда~~ гулять с девочками: Тулькой и Котькой. Ольга ~~оста~~ остается дома, чтобы заниматься ~~с~~ своими делами. Когда Дима вернулся, Ольга ~~спрашивает~~ спрашивает если он может помочь ей.

Дима отвечает, «~~Да~~ я хочу почитать»
А Ольга ^{спрашивает} ~~отвечает~~, «А я не хочу?»

Дима ~~отв~~ отвечает, что «это твое дело. А мне надо.»

Ольга в шоке, что он это сказал. Баранская даёт нам шанс понять, что

Дима не ценит, что она делает для себя. Он считает, что для Ольги работа - это hobby. ~~Она~~ ~~домашние~~ ~~дела~~ ~~ее~~ ~~главная~~ ~~должна~~ ^{бы} ~~выбирать~~ если она Карьеристка или домохозяйка. Она пытается ухаживать за детьми сама и работой, но как критик ~~Ж~~ Е. Жасикарова замечает, что Главная героиня, "Кружится как белка в колесе".¹⁰ Ольга сама говорит, что "я делю-делю а неделанного всё прибавля¹²ется".

Эта ^{сцена} ~~сцена~~ показывает, что Ольга и Дима жили как их родители жили. Дима, даже не думает, что он может ей помочь и Ольга редко ожидает помощи от Димы. Мы видим, что ~~т~~ Баранская хочет раскрыть миру, что ^{мы} мужчины и женщины не равны в советском обществе. В том числе, Баранская ~~показ~~ показывает, что женщины застряли. Они ~~не~~ не могут решить, что они хотят делать как мужчины. Видно, что ~~мужчины~~ ^{могут}.

Как критик Е. Кацкарова замечает,
"общественное устройство обесмысливает"
жизнь женщины. 6"

В заключение, я хочу добавить,
что суббота эта важная ^{сцена} тема,
потому что она показывает ~~мера~~
положение женщины и меранство
полов между мужчинами и
~~советском~~ ~~об~~ женщинами в
советском обществе. 187

1: Кацкарова Е. Тема Женская тема
в прозе 60-х годов; Наталья Баранская
как зеркало русского феминизма.
www.a-z.ru/women

2: там же

187 words without quotes and names!



ResultsPlus Examiner Comments

This is a very good Research-Based Essay. The candidate knows the text and the social and historical background extremely well. There is some evidence of wider reading. The early description of the episode in question is perhaps too long; this space could have been used to explore some of the subtleties of the chosen issue. The essay scores in the top band for all categories.



ResultsPlus Examiner Tip

Prepare some short quotes from your book or play - this will enable you to illustrate your points more effectively. Make sure you refer to the question explicitly in your answer.

Paper Summary

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

- Ensure that you prepare thoroughly for the translation task by studying the prescribed grammar list in the specification.
- Divide your time carefully in the examination and do not spend too long on any one part.
- Learn grammatical endings for verbs and nouns thoroughly, paying particular attention to the use of cases after prepositions, as this is the weakest area for many candidates.
- Seek to incorporate a range of more complex grammatical structures into your written work, such as conditionals, subjunctives, compound conjunctions, gerunds and participles.
- Write your essay in paragraphs so that the examiner can follow your points.
- Ensure that your handwriting is clear and legible. Good presentation will make your essay much easier for the examiner to follow.
- Read the discursive essay questions carefully and choose a topic for which you have at least some examples to back up your points. Make sure you plan the essay and keep it balanced, treating each side equally and drawing a conclusion at the end.
- Choose a topic for your Research-Based Essay which is focused and not too broad; the least successful RBEs were ones where the geographical area was the whole of Russia or the novel chosen was extremely long (such as 'Война и мир').

Grade Boundaries

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

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

Ofqual
.....



Llywodraeth Cynulliad Cymru
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