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Examiners' Report

June 2017

GCE Russian 6RU04 01

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Introduction

In the eighth year of this advanced level unit, the range of responses from those candidates from centres where Russian is taught within the curriculum was as wide as ever. Examiners enjoyed reading these, and it is clear that note has been taken of the comments and suggestions made in previous reports for this unit. Very many candidates were able to achieve high marks overall because they had been comprehensively prepared for the demands of the examination.

As was the case 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 in this examination.

The number of answers to questions in section B and C which were overlong continues to reduce. This is pleasing, as candidates are significantly disadvantaged when they write overlong answers. Where answers were overlong, they usually came from native or near-native speaker candidates in centres where Russian is not taught.

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 did not answer the question fully, as key information was contained in the section that lay beyond the word limit. Centres and candidates, especially non-learners in centres where Russian is not taught, 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 once again thanks those teachers of Russian who present excellent candidates. It is clear that there are schools where the uptake of GCE Advanced Level Russian is going from strength to strength and where interested and varied schemes of work have given candidates a rich experience. It is dedicated teachers who are keeping Russian alive and well in schools, and it is these people who deserve thanks.

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 learner candidates were able to achieve 7 or 8 marks, and the number scoring 9 and 10 has increased over recent years. Some learner candidates were able to score 10 marks this year, although the number doing so remains low. It remains the case that many native speakers lost marks due to the omission of elements, for example, not translating 'better' in 'a better job'. 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 'изучать', 'хотя', 'один студент', 'но я не знаю где', 'больше' and 'для меня', 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 difficulty with the following elements:

- 'about their future career' was often incorrect because the candidate did not use the correct adjective ending on 'будущий', or because this was spelt 'будующий'. Candidates also often failed to use 'об' before 'их' and so lost the mark for this element.
- 'might' was often omitted. This was most often successfully translated as 'может' or 'может быть'.
- 'a better job' was one of the more problematic elements for all candidates. This was often because they did not use a correct comparative adjective ('лучшую работу'), did not spell the comparative adjective correctly, or because they did not spot that the whole element needed to be in the accusative case.
- 'when they finish' frequently caused candidates to use an incorrect verb ending, e.g. 'закончат' or 'закончат'. Candidates are reminded to ensure that they know how to conjugate all types of verbs, and that they apply the appropriate spelling rules when doing so.
- 'that I would like' was very frequently rendered as 'я хочу' and this was not allowed by examiners. To gain a correct element here, candidates needed to use a subjunctive / conditional construction, such as 'я хотел бы'.
- the spelling of 'английский' was often incorrect, although this sometimes did not affect the sound when read aloud, such as 'англискую литературу' and so was allowed.
- the spelling of 'следующий' in the element 'next year' was also often incorrect, and this was less frequently allowed because it was considered that the omission of 'ю' (the most frequent spelling error) would affect sound when read aloud.
- 'I enjoy it' resulted in a range of suggestions from candidates, with a number of different answers accepted. Where candidates used 'нравиться' (the most common correct

translation), they occasionally did not gain a correct element because they did not conjugate it correctly ('нравится') or they did not use a pronoun that could refer to either 'английская литература' or 'предмет'.

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.

Question 1

Translate the following passage into Russian.

It is not easy to choose which subject to study ^{Всего} at university. Many young people have not yet thought about their future career, although they think that a good qualification might help them find a better job when they finish studying.

"I am almost sure that I would like to study English Literature next year," explained one student, "but I do not know where. I enjoy it more than other subjects and that is the most important thing for me."

Это не легко выбрать который предмет изучать в университете. Многие молодые люди не думают об их будущей карьере, хотя они думают что хорошая квалификация может помочь им найти лучшую работу когда они закончат ^{они} ~~закончат~~ ^{там} ~~изучение~~.
"Я почти уверен что я бы хотел изучать английскую литературу в следующем году" ~~сказал~~ ~~один~~ ~~студент~~ ~~сказал~~, "Но я не знаю где я предпочел бы более чем другие предметы и это самый важный аспект для меня."



ResultsPlus Examiner Comments

This answer scores 5 out of 10. A number of minor errors mount up, even though there are very few vocabulary issues. This candidate obviously has a command of Russian grammar, but would benefit from thorough checking of his / her work and careful application of spelling and grammar rules.



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 some issues with more complex constructions in Russian.

Это не лёгкий ^{выбирать} ~~выбрать~~ предмет ~~чтобы~~ изучать
в университете. Много молодых людей ещё
не думали о будущей карьере, хотя думают
что отличная квалификация возможно
поможет себя чтобы найти лучшую работу
когда они закончат учёбу.

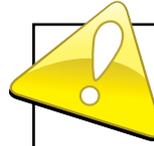
"я почти уверен что я хотел бы
чтобы изучал английскую литературу в
следующий год," объяснил один студент,
"но я не знаю где." Мне нравится в эта
больше чем других предметов и это самое
важное дело для меня."



ResultsPlus

Examiner Comments

This translation scores 8 out of 10. Points are lost for 'it is not easy', 'help them', 'when they finish', 'studying', 'to study', 'next year' and 'than other subjects'.



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.

Question 1

Translate the following passage **into Russian**.

It is not easy to choose which subject to study at university. Many young people have not yet thought about their future career, although they think that a good qualification might help them find a better job when they finish studying.

"I am almost sure that I would like to study English Literature next year," explained one student, "but I do not know where. I enjoy it more than other subjects and that is the most important thing for me."

Не легко выбирать какой предмет ~~из~~ изучать в университете. Многие молодые люди пока не думают про ^{своей} будущей карьеры, хотя они считают, что хорошая квалификация ~~тоже~~ может им помочь, чтобы найти лучшую работу, когда они закончат учиться.

« Я почти ^{уверен} ~~уверен~~, что я ^{бы} хотел изучать ^{Английскую} ~~Английскую~~ литературу в следующем ^{в нем} ~~в~~ году, » объяснил один студент.

« но я не знаю где. Мне она нравится больше чем другие предметы, и это самый ^{важный} ~~важный~~ факт для меня. »



ResultsPlus
Examiner Comments

This translation scores 10 out of 10. A point is lost for 'next year'.



ResultsPlus
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)

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 character(s) or what might happen next. Good answers to question 2 (c), 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 did not 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, learner 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; indeed, many learner candidates did so. 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 second most popular of the creative writing options. Candidates were presented with a picture of a woman sitting in a restaurant looking at her watch and invited to tell her story. The best answers explored the events that led up to the scene in

the picture, or following the scene in the picture, or in some cases told the story of the woman's life more widely. Some answers were written in the first person, and these often worked very well. Lengthy scene setting often meant that the candidate scored badly for Understanding and Response. The least successful answers often started with the phrase 'The woman is sitting in the restaurant 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 one day in the woman's life. It is something of a shocking story, and succeeds in keeping the reader interested. Careful use is made of structure and dialogue.

Question 2(a)

Question 2(b)

Question 2(c)

Question 2(d)

Question 2(e)

Question 2(f)

Question 2(g)

Утро 14-го февраля. Элизабет уже проснулась и прада звонка своего Мартина. Сегодняшний день у неё был точно запланирован: завтрак со своими любимыми, в полдень у неё встреча по бизнесу с Мистером Майком и в четыре часа надо прийти в банк и узнать про кредит. Вдруг звонок телефона. Элизабет растеряно ответила:

- Доброе утро, Мартин!

- С днем Святого Валентина, любимая!

Через час Элизабет уже завтракала в кафе с Мартином: мужчиной своей мечты. Она так счастлива, что этот день Святого Валентина она не проверит друга. Она будто порхала в облаках на крыльях любви.

- Мизи, я не хочу тебе огорчать, - виновато говорит Мартин, - но я не смогу сегодня

вечером быть с тобой...

Элизабете вдруг отрезали крышье: весь её план рухнул. Мартин объяснил, что у него важная встреча, которую не в коем случае нельзя отменить, однако не говорил, по какому она поводу.

На встречу Элизабет шла без настроения. Однако, вдруг она вспомнила, что Мартин любит делать сюрпризы и, поэтому, была уверена, что это тот же случай. «Всё будет прекрасно» — думала она.

В пять часов у Элизабет зазвонил телефон. Она наделась, что это Мартин, но звонок был из банка:

— Мисс Элизабет, — ~~он~~ с тревогой говорили на той линии, — вас ограбили!..

~~Элизабет чуть не зарыдала своими же руками~~

~~Весь план был позабыт.~~ Элизабет сидела в ресторане и пила холодную кофе. Не покидая, почему с ней так поступили ~~это~~ её когда-то самой любимой человек, она пыталась америться с тем, что Мартин использовал её, тогда в момент, когда ^{он} узнает её банковские данные, обмануть навсегда. Она старалась.



ResultsPlus
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 ending is rather abrupt, and the piece could be improved by considering what to leave out earlier to allow for a more rounded story.

Question 2 (b)

Question 2(b) was the most popular of the creative writing options. Candidates were given a scenario where a group of people have been walking all night, are tired and hungry and spot a small house in the distance and were required to continue the story. There were a range of very good answers, and many focused on the approach to the house and then some kind of shocking event that occurs inside or when the door is opened. Stories often involved zombies or murder, although some of the best pieces had an air of mystery rather than a spate of violence.

This candidate's entire piece describes the moments as the group approach the house and knock on the door. Although we are left in suspense at the end, the piece is a creative response to the stimulus and shows good control within the 200-word limit.

Question 2(a)

Question 2(b)

Question 2(c)

Question 2(d)

Question 2(e)

Question 2(f)

Question 2(g)

Мы шли всю ночь. Мы были далеко от дома, очень устали и хотели есть. Мы увидели маленький дощик вдалеке.

Он стоял посередине большой поляны и вокруг не было ничего кроме старых, качающихся на ветру деревьев. В дощике горел горел мусквей свет, как будто он исходил от свечки, которая вновь вновь должна была потухнуть.

Мы остановились и переждали. Всем было понятно и без слов, что зайти в дощик было общим желанием. Мы начали двигаться вперед. Луна освещала наш путь, а ветер шелестел желтыми листьями старых деревьев. ~~и~~ Сухие ветки ложились под нашими ногами, а мы

хотим жить в постоянном шуме,
ведь после того как строительство
аэропорта закончится, он будет
• работать без перерыва!"

"Многие из нас переехали в этот
посёлок, чтобы дышать свежим
воздухом и наслаждаться тишиной
и спокойствием, но если правитель-
ство решит построить здесь
аэропорт, то многие из нас
будут вынуждены переехать!" - говорит
нам неподалеку мама - "Так же, я
хочу чтобы мои дети росли ~~на~~ ^и
на природе и ^{мо} наслаждались свежим
воздухом, но если у нас ^{здесь} построит
аэропорт, то и пользы никакой
не будет от нашего переезда в это
60 село из города" - добавляет она.

Однако, в селе есть маленький
процент населения, которые
не против ~~хотят~~, чтобы ~~построили~~
построили ~~новый~~ ^{новый} аэропорт
близко с их ~~местом~~ ^{местом} жительства
процент ^{населения} в 6 раз меньше
68 протестующих жителей.

"Мы согласны, чтобы правитель-
ство построило аэропорт, только

если они он будет находится
хотел бы в 10 километрах от
нашего посёлка." - отвечает нам

на один из наших вопросов, Антон
Антонович Потемкин, житель села Рутеевского
самый старший житель села

Рутеевского. Рутеевского. Рутеевского.

Протестующие жители продолжат
протестовать. Жители посёлка
продолжат протестовать до вечера,
пока власти не сообщат им о
будущих изменениях в строительстве
нового аэропорта.



ResultsPlus Examiner Comments

This answer scores in the top band for all categories. The piece is well written and the candidate is able to use register correctly.



ResultsPlus 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 most popular of the discursive essay choices, required candidates to reflect on whether people should travel more on public transport in order to help the environment. There were some excellent answers, with a variety of arguments for and against the statement. The majority of candidates were able to present a balanced position and then lead to a definite conclusion. Weaker answers often missed the connection that, although greater use of public transport might help the environment, industry and farming are greater producers of greenhouse gases and that these issues also need to be addressed. The strongest answers often presented a counter argument that suggested this, perhaps also mentioning the fact that although greater use of public transport is desirable, it is not practical for many who live in rural areas. The best candidates then went on to argue that despite the fact that if we really want to help the environment we should walk or travel by bicycle, every small thing we can do will make a difference and therefore we should try to use public transport more. The role of government in developing sustainable transport infrastructure was usually mentioned in the best answers, as was the need to support developing countries in their reduction of greenhouse gas emissions. The most common conclusion was that greater use of public transport would certainly help to protect the environment rather than hinder it, and we should therefore use public transport more.

This candidate has produced a very good answer. He has used a range of complex language and essay phrases. The two sides of the argument are clear and the conclusion is credible. The essay begins with a neutral introduction that refers clearly to the question but does not come down on one side of the argument or the other just yet. The candidate goes on to argue that if more people travelled on public transport, there would be fewer traffic jams and emissions would go down. On the other hand, the candidate argues, it is difficult for some people to travel more often on public transport because of the area they live in. We are also reminded that factories are the biggest producers of harmful emissions, and that China and the USA need to work together to reduce these omissions. The candidate concludes that people should not travel more often on public transport because it would not solve the problem of climate change.

общественном транспорте 'чаще' и ~~также~~ ~~это~~
~~не поможет~~ значительно ~~экологическую~~ окружающую
среду. ²² Во-первых, для ^{многих} ~~многих~~ в Великобритании,
автомобили и поезда ~~широко~~ редко или ~~далеко~~.
~~для~~ Судя по опросам, ~~бы~~ это неудобно для
древних врачей или работников сельского
хозяйства ездить ^{на} ~~местном~~ транспорте. (39)

Во-вторых, ~~отопять~~ ^и рассуждают, что ~~эта~~
идея не поможет значительно окружающей
среде. Надо признать, что самые большие
источники парниковых газов являются ^и ~~являются~~ фабриками.
А именно ~~Поэтому~~, ^{это возможно, что} ~~результат~~ производства в Китае
или США надо работать вместе чтобы ~~реши~~
защитить планету. (35)

Из всего вышесказанного, вытекает, что люди
не должны ~~бы~~ ездить чаще на общественном
транспорте, так как это не ~~бы~~ ^{решило} ~~бы~~ ^{решило}
бы ~~предотвратить~~ изменение климата. 200.



ResultsPlus Examiner Comments

This essay shows the value of a good range of essay structures and phrases. The language is not perfect, but the candidate succeeds in scoring in the top band for Range and Application of Language and Accuracy due to his careful deployment of language structures and ability to manipulate them to suite his purpose. The essay scores in the top band for Understanding and Response and Organisation and Development.



ResultsPlus Examiner Tip

You must carefully count the words in your essay and ensure that it is not too long. The 200th word must lie in the final sentence to avoid the mark for Organisation and Development in otherwise excellent essays being capped at 9.

привести к ухудшению, мисль замилать
окружающую среду.

Более того, хотля ^{машины} ~~машин~~-легкий
способ путешествовать, эксперты правильно
хотят, мисль люди ездили на общественном
транспорте для их здоровья. ^{говорят} Некоторые утверждают,
что тем больше машин, ^{чем} тем больше
болезни ^{нак как} ~~появляются~~ они в результате
загрязнения воздуха, которое ~~вызывает~~
вредит окружающую среду и ~~увеличивает~~
риск ~~серьезных~~ ^{считают} ~~показаний~~ ~~показаний~~, что
если бы мы ^{ли} ездили на общественном транспорте,
было бы безопаснее для всех и ~~привнесло~~
жизненно важные изменения в мир уменьшилось.

Многие люди, приверженцы верят, что у всех
свободная воля, мисль делать то же, ^{они} хотля и
многие ~~люди~~ ~~хотят~~ ездить на общественном
транспорте не видеть окружающую среду. Они
еще утверждают, что правительство и медицинское
обслуживание должны внести и то, мисль
покупать люди ~~переработать~~ ~~быть~~ мусор, ~~на~~
~~машин~~ ~~машин~~ ^{или} ~~принимать~~ ~~души~~ ~~и~~
из-за того, что у них будет больше влияния
на окружающую среду.

В заключение, хотя очевидно, что ездить на общественном транспорте будет иметь в положительное влияние на мире. Существовать такие виды факторов также считаются.



ResultsPlus

Examiner Comments

This essay scores in the top band for Understanding and Response and Organisation and Development. It scores in the top band for Range and Application of Language, as the candidate has a wide and appropriate vocabulary. There are some language errors that cause it to score in the second band for Accuracy. The candidate has clearly been taught the importance of balance, structure and planning in discursive essay writing.

Question 2 (e)

This question required candidates to express a view on whether world leaders should do more to help migrants and refugees from countries where there is war or conflict. There were very many excellent answers, with candidates reflecting carefully on the implications of the statement and relating it to current events. The weakest answers tended to see the issues too simplistically, or made connections between migrants and terrorism in Europe too easily. Some also did not address the question precisely, and did not mention the obligations or otherwise of world leaders. The strongest answers often argued that some might see immigration as detrimental to a country's culture and infrastructure, and that without addressing people's concerns over this, any undertaking by a country's leader to do more to help migrants would only cause issues within the leader's own country. They would then go on to argue, though, that Western intervention in other countries could be said to have been the catalyst for the wars and conflicts causing the migration, and as such leaders have a moral obligation to help.

This is an excellent response. After a brief neutral introduction, the candidate argues on the one hand that world leaders should not do more to help migrants because it is just too expensive to solve the problem, and there are other things that money needs to be spent on, such as education and health care. The leaders did not create the situation in the country where the migrants come from, it is argued, and they are already doing a lot to support people in countries where there is conflict. On the other hand, the candidate suggests that world leaders should be doing more, given the fact that there is enough money in Western countries to help, and that the leaders are in a position to do so given their power and resources. The candidate concludes that it is the duty of world leaders to help migrants and refugees.

Можно с уверенностью утверждать, что это

важно помогать мигрантам и беженцам, хотя

если мировые лидеры должны помочь большее, тогда

помогать - спорный вопрос.

Многие говорят, что мировые лидеры не

должны помочь большее из-за того, что это

спинком двери решить эту проблему - это лучше
платить за образование или ^{например} больницы. Нужно
признать, что также, что иногда мировые лидеры
не ~~способны~~ создают ситуацию в стране, где
идёт война и конфликты, поэтому это не даёт их
помогать мигрантам и беженцам. Кроме того, мировые
лидеры уже делают много, иногда помогают мигрантам
и беженцам, например прощая газету сегодня, я
знаю, что государство в Англии даёт много денег
на лагеря для беженцев в Юрдене.

С другой стороны, мировые лидеры должны
делать больше потому, что некоторые люди считают,
что ^{ситуация} проблема мигрантов и беженцев - растущая

проблема. Мировые лидеры, особенно на Западе, имеют
много денег, поэтому у них много ресурсов, чтобы
помогать людям, которые вынуждены покидать свои дома.

К тому же, это дает руководителям сохранить жизни

людям по всему миру так как ^{у них} они ~~обращаются~~
^{помогают}

блестят. Например, те знают, что лидер в Англии

является самым сильным человеком ^{потому} ~~хотят~~ это невозможно, что

показывает она показывает, что она является лидером

над человеком таким.

Из всего вышесказанного вытекает, что мировые

лидеры должны думать о людях, чтобы помогать

мигрантам и беженцам потому, что это касается,

что это дает помогать людям тем.



ResultsPlus
Examiner Comments

This answer is well constructed, balanced and addresses the issue with appropriate sensitivity. It scores in the top band for all categories.

Question 2 (f)

This question required candidates to reflect on whether traditional religious holidays have lost their significance for people nowadays. It was the least popular discursive essay option. The strongest answers tended to argue that what were once religious holidays (such as Easter and Christmas), nowadays tend to be more family occasions than religious ones. The commercialisation of Christmas was often mentioned, as was the focus on enjoyment rather than on quiet reflection. On the other hand, it was often suggested that many people do still celebrate religious festivals, and that children learn lots about Christmas and Easter at school. Strong candidates usually mentioned religions other than Christianity and how their religious festivals are celebrated, and drew contrasts between the UK and other countries, usually referring to recent rise in the popularity of the Orthodox Church in Russia. Some answers tended to neglect the subtleties of changes in people's attitudes towards religion, or did not reflect on the fact that their own experiences may not be reflected all over the world.

This candidate has produced a good answer. On the one hand, mention is made of the month of Ramadan and the celebration of Eid al-Fitr at the end of this month. This celebration across much of the world has lost none of its significance and focus on helping people who are worse off than oneself. On the other hand, it is argued that the advancements in science have led to a growth of atheism, and in turn to people having forgotten about the traditional focus of religious festivals that are now about fun rather than religious reflection. The candidate concludes by suggesting that religious festivals have lost much of their significance due to the fast pace of modern life and the fact that we no longer have time for religious reflection.

Question 2(a)

Question 2(b)

Question 2(c)

Question 2(d)

Question 2(e)

Question 2(f)

Question 2(g)

В данное время существует много различных религий, которыми
последует большое количество людей. Например Разные направления
религий имеют большое количество специфических праздников.
В эти особые дни ^{люди} торжественно празднуют какое-либо религиоз-
ное важное событие или проявляют уважение к какому-либо
религиозному герою.

Во-первых, рассмотрим пример последователей Ислама.
Каждый год мусульмане постятся целый месяц, таким
образом проявляя терпение, а также уважение к святым,
у которых недостаточно средств, чтобы обеспечить себя дорошей

идей. Но окончания этого месяца мусульмане празднуют три дня, устраивая торжественные службы и приглашая всех знакомых ~~родственников~~. И по сей день эта религиозная традиция очень популярна, и даже те, кто не постылся, не забывают поздравить тех, кто постылся.

С другой стороны, с ~~раз~~ развитием науки, у людей появились новые представления о мире. Очень популярным стало направление атеистов, которые не верят в религию. Религиозные праздники имеют всё ~~меньше и меньше~~ меньшее значение в жизни людей. Многие праздники забываются или становятся привычками, ~~которые~~ простыми поводами для веселья и не несут религиозного значения.

В заключение хочу сказать, что я абсолютно согласен с данными мнением. Религиозные праздники не ~~имеют~~ несут значение для людей потому что, либо ~~они~~ ^{они} перестали верить в религию, либо из-за такой быстрой современной жизни. В наше время ~~они~~ многие люди ~~не могут~~ просто не могут найти время для празднований.



ResultsPlus Examiner Comments

This is a very strong essay. It deals with two clear sides of the argument, and does not neglect to see the issue from the viewpoint of religions other than Christianity. There is a good range of vocabulary and the level of accuracy is strong. The essay scores in the top band across all categories.



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.

У школах kein gettes Чиндси Сделамб 2моо.
↳ в реальности *успешно полезный для семьи

* Исследования говорят, что



ResultsPlus

Examiner Comments

This essay is strong, although it could be improved if the candidate were to explore an additional counter argument, such as discussing why it might not be appropriate for some people to study music even if financial resources were available. The essay just scores in the top band for Understanding and Response, Organisation and Development. It is in the second band for Range and Application of Language and Accuracy.

This is a further example of an excellent discursive essay. The candidate makes sophisticated points on both sides, arguing clearly on the one hand that music widens young people's cultural awareness and that it allows them to express themselves. The opposing view presented is that parents often want their children to study something 'more useful', and that studying music is particularly expensive. The candidate concludes that studying an instrument has significant advantages and music is fundamental in the development of young people. We have included the candidate's notes and planning from the exam paper as a suggestion as to how this can be done effectively to help others produce well-structured discursive essays.

ПЛАН: Intro: Спорный вопрос - много версий, кто лучше знает, но другие считают, что музыка не важная часть образования/школы.

за: 1. Музыка - важная для... ^{М.А} помогающей нам понимать важные аспекты культуры нашего страны.

2. - Расслабьтесь - уменьшит стресс в школе, что экзамены вызывают много стресса.

3. Выразите себя! → (Музыка позволяет молодым людям... , которые живут в современном мире.

Против: Все мы не можем доказать, убеждать, что музыка
не функциональная часть образования. - ну так учитель уже
2. Музыкальные инструменты - очень дорогие ^{бывает} ^{еще} ^{проблемы}

3. Многие школы не могут платить за инструменты.

3. Аргумент... → они утверждают, что музыка не
полезна, когда ищем работу - тратишь время зря.

CONC: Я глубоко ^{убежден} ^{убежден} ^{убежден} убежден, что все положение может измениться
научиться играть... потому что, ^{несмотря на цену инструментов...} ^{помогать учителям лучше}
любая форма хороша.

ESSAY:

В современном мире это вопрос - довольно спорный из-за
того, что с одной стороны некоторые считают, что
музыка хорошая ~~взгляд~~ ~~учит~~ в школах, но с другой стороны,
противники этого ~~взгляда~~ ~~взгляда~~ ~~верят~~ верят, что музыка
~~не является~~ ~~идеальной~~ ~~используемая~~ ~~частью~~ ~~школы~~.

Во-первых, многие предлагают, что музыка жизненно
важна для молодых людей, потому что помогает им
узнать о важном аспекте в культуре нашего страны.
Более того, ^{некоторые} ^{учителя} ^{уже} уже ~~предлагают~~ ~~предлагают~~ ~~убеждают~~ убеждают, что
~~молодые~~ ~~люди~~ ~~должны~~ ~~научиться~~ ~~играть~~ ~~на~~ ~~музыкальных~~
музыкальных инструментах, чтобы снимать стресс
в школах, где ~~существует~~ ~~давление~~ ~~экзаменов~~
возникает много стресса. Главным образом, нужно

принять в виду тот факт, что музыка помогает многим
~~людям~~ вернуть себя, который функционально ^{сейчас} ~~не~~
лучше, и помогает ученикам развиваться.

Однако, нельзя отрицать, что ~~есть~~ многие родители
~~убеждены~~ ^{научиться играть на музыкальном инструменте} убеждены, что музыка ~~не~~ не очень важна
~~для~~ для молодых; они предпочитают, чтобы его дети
учились что-то «~~более~~ полезнее», ~~как~~ в добавок к этому,
и некоторые думают, что музыка не помогает людям найти
хорошую работу и следовательно ^{часть говорят} ~~они~~ ~~хотят~~, или это
тратит времени в школе. Наконец, нельзя забыть, что
~~есть~~ музыкальные инструменты - очень дорогие и
таким образом многие школы не могут их позволить за
инструменты.

В заключение, Принимая всё в виду, я глубоко
убеждён, что все молодые ~~люди~~ должны научиться играть
на ~~музыкальном~~ музыкальном инструменте. Несмотря на то, что
есть популярное мнение, что музыка в школе - тратит
время и денег, я предлагаю, что ученики ~~могут~~
~~узнать~~ ~~о~~ ~~цене~~ ~~этого~~ ~~с~~ ~~музыка~~ музыка - функциональ-
ная в развитии молодых.



ResultsPlus Examiner Comments

This is an excellent example of a candidate who has used a range of complex structures and is able to manipulate the language well. There are some mistakes, but it scores in the top mark band for all categories.

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.**

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. One candidate actually wrote on the exam paper that he / she was not expecting such a question in the exam and had not been informed of this by the centre, and had therefore not done any research.

There remain a number of candidates who wrote answers to 3(a), 3(b) or 3(d) which, while occasionally 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 Orwell's 'Animal Farm' and the geographical location of Turkey. 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 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 yet again surprised at the increasing number of essays which show no evidence of paragraphing and attention to the order of the points being made. Centres 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 geographical location

of the place and whether this location has been important in its development. Sometimes, the area chosen was too large for the candidates to focus on how the specific geographical location is important. The most successful answers showed clear and specific knowledge of the actual geographical location of the city or region, were able to cite historical reasons for the location and discussed how the location affects those who live there. Economic factors were nearly always referenced in the best answers, and strong candidates were able to make sensible connections between human and physical geography. The best responses also avoided giving too much historical detail about the city, such as, for example when it was founded and how, although in the case of St Petersburg, the geographical location is absolutely connected to the founding of the city and its later economic and cultural development, and good candidates knew this and used the information well. Centres are reminded that, although the questions are expressed in two parts, the best essays will integrate these parts together. In a too many cases, candidates simply tacked their response to the question of the importance of the geographical location to the development of the region on the end of a lengthy description of the region or city and what one might find there.

Once again, the most common regions / cities studied were Moscow (although very few candidates knew much about why Moscow is situated where it is), St Petersburg (these essays were often much more successful), Sochi (essays usually related to the location on the Black Sea, tourism and development associated with the Winter Olympic Games), Kiev (again, many candidates had little knowledge of the historical reasons for the city's location), Crimea (often more successful, although some candidates did not understand the history of the region and why its location is of such tactical interest to Russia) and the capital cities of countries of the former Soviet Union, such as Almaty, Astana, Tallinn, Riga and Minsk. The latter were often weak essays because the candidates knew little about what importance the geographical location might have for those particular cities.

This candidate has a strong knowledge of the geographical location of the Taymyr Peninsula. The location is clearly described, and there is sufficient detail to indicate prior research. The importance of the location for research and exploration is discussed, as well as the main occupation of the small population: fishing and the keeping and breeding of reindeer.

Chosen question number:

Question 3(a)

Question 3(b)

Question 3(c)

Question 3(d)

Полуостров Таймыр расположен на севере Красноярского края России и является самой северной материковой частью евразийского континента. Таймыр находится далеко за полярным кругом в зоне субарктического и арктического географических поясов, поэтому не меньше половины его почвы сковано многолетней мерзлотой.

Население полуострова живет в селах и деревнях и является очень небольшим. Большую его часть составляют представители коренного народа — ненцы, доля русских здесь меньше. Ближайший город, Норильск, расположен южнее Таймыра. Освоение полуострова началось в конце семнадцатого века, когда дворянский сын по прозвищу Толстое ^вУхо организовал экспедицию из пятидесяти человек; впоследствии они так и не вернулись. А в середине двадцатого века начались более активные исследования Таймыра, в ходе

которых были найдены брошенные поселения и другие интересные находки.

Как и большая часть российских северных территорий, полуостров Таймыр нуждается в дальнейших исследованиях, в частности на предмет полезных ископаемых. Его почвы и климат не пригодны для сельскохозяйственных нужд, зато там во все времена было развито рыболовство — этим часто и промышляют народы севера. Оленеводство также является их распространённым занятием, северные олени в больших количествах водятся на Таймыре.

Хотя географическое положение полуострова препятствует росту там крупных городов, оно позволяет народам севера сохранить их права на свои коренные территории, к которым они лучше всего приспособлены.



ResultsPlus
Examiner Comments

This is a strong essay because as a reader, we learn something new from the candidate's research. It is very rare for answers to 3(a) to score in the higher mark bands. Here, there has been a judicious selection of facts by the candidate to support the points being made. The overall impression is of detailed historical and current knowledge of the region, a well structured response, and a clear answer to the question set.



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 one political development during the period of history they had studied, and to consider how this political development continues to affect the modern Russian-speaking world. 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 are very clear political developments that can be mentioned; 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 impact of the specific political development that had been chosen, such as the storming of the Winter Palace or the death of Stalin. The best essays tended to interpret the phrase 'political development' as 'watershed moment in history', and this helped them to focus on the affect this event still has today. Some candidates did attempt to answer the question set and relate their comments to the modern world, but the amount of factual information they could provide was sparse, or their understanding of cause and effect was weak, and they were therefore not able to access the highest mark bands.

Another issue that examiners encountered was a failure by candidates to make sophisticated connections between events of the past, and the state of modern Russia. An example might be the number of candidates who asserted that the October Revolution was still affecting Russia today, but could make no specific comment about how people live in its wake today, or who said that the war with Napoleon was significant, but could not relate it in any way to how Russia went on to develop as sense of its place in the world that still echoes nowadays.

There were also many answers that focused on the life of 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 is a very good Research-Based Essay for question 3(b). The candidate discusses the specific political development around Yeltsin's decision to privatise state-owned industries in 1992 through the issue of 'vouchers'. The social, economic and political implications on modern Russia are discussed and the candidate is able to make sensible connections and use specific evidence.

Chosen question number:

Question 3(a)

Question 3(b)

Question 3(c)

Question 3(d)

Идея Ельцина начинать процесс вступления приватизационных
закон - важно политическое развитие потому, что это ещё
влияет на экономическую систему и социальную
систему для современного русскоязычного мира.

Когда Ельцин решил начинать вступление
приватизационных закон в 1992-году, было очень
важно политическое развитие так как ^{решение} изменил
государственные предприятия в частные предприятия.

Например, в периоде 1992-1994, в пятнадцать тысяч
фирм перешли от государственного контроля. Развитие
влияет на современный русскоязычный мир потому, что

частная собственность лежит в основу конкурентного рынка
и Россия еще рыночная экономика сегодня. Мне кажется,
что из-за решения Ельцина, Россия у России
сегодня современная и свободная экономика - развитие
развития на современный русскоязычный мир
является очевидным.

Социальные эффекты политического развития
начинают процесс выпуска приватизационных чеков вводят
на современный русскоязычный мир. 98% населения
участвовало в приватизации и ваучеры были распределены
поровну среди населения, однако большинство людей не
попыталось продать свои акции за
деньги. Принято, что лично говоря это развитие вводит

На современный русскоязычный мир из-за того, что

процесс

→ это создан тигришию, которая представляет

экономическое неравенство ещё в России сегодня,

несмотря на то, что выпуск приватизационных

чеков дал людям возможность влиять на

экономическую систему в России.

Из всего вышесказанного вытекает, что

политическое развитие — ^{решение} ~~решение~~ Ельцина начинать

процесс приватизационных чеков — влияет на современный

русскоязычный мир мир потому, что создан

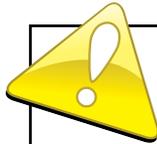
экономические и социальные изменения.



ResultsPlus

Examiner Comments

This is an excellent Research-Based 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 one problem that has been the subject of public discussions in the modern Russian-speaking society in recent years, and explain who they felt was right in these discussions. The term 'problem that has been the subject of discussion' was interpreted widely, and any social issue was acceptable as a topic for the essay. Many candidates focused on smoking and alcohol, as recent laws on these issues are at the forefront of many people's minds. LGBT rights in Russia continue to feature, even more prominently than last year.

There were some excellent answers, and these were invariably where the candidate was able to provide detailed factual information about the issue as well as being able to state clearly why they thought a particular side of the argument was right. Candidates were expected to outline both sides of the discussion, although they did not have to treat them in a balanced way as is expected in a discursive essay. The best answers tended to have been written by learner 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 when the discussion in question had been part of the public consciousness. There were also, unfortunately, many answers that contained a lot of factual inaccuracies and even statistics that seemed to have been invented, as the numbers involved were not credible. Some social problems were too general and were not linked to the Russian-speaking world. There were again 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 world in particular.

This candidate gives a clear outline of attitudes and public discussions in Russia around the recent law against so-called 'homosexual propaganda'. Various sides of the argument are discussed, and the candidate uses statistical information and factual content to back up the points made. The candidate makes a balanced conclusion suggesting that Russia ought to consider changing this law.

Chosen question number:

Question 3(a)

Question 3(b)

Question 3(c)

Question 3(d)

~~Предметом в последние время, предметом широких
обсуждений как и в самой России, так и за её пределами,
является закон закон~~

В 2013 году, в России в так называемый называемый
закон 'гей-пропаганда' стал предметом широких
обсуждений как и в самой России, так и за её пределами,
Этот закон, запрещает распространять пропаганду

гомо~~сексуализма~~, запрещающий распространение
пропаганды гомосексуализма, был признан
дискриминационным Европейским судом по правам
человека. Многие принимают этот закон как
поризание гомосексуализма.

~~в целом, в РФ~~ Не смотря на то что в большей
части регионов России отношение
к сексуальным меньшинствам толерантно, люди
наша утверждают что этого не достаточно и
стремятся ~~достичь~~ ^кравноправия. Группа протеста
'Тусси-райот' ~~рапорт~~ ^к В том числе, группа протеста
'Тусси-райот' при заставила ~~является~~ действия
группы протеста 'Тусси-райот' были огромной

~~огромной причиной~~ ^{пречи} причиной
~~президе~~ ^{НН} общественных дискуссий на эту тему.
~~так как~~ Однако, в опросе в 2013 году, 85% населения
России высказались против однополного брака, и ~~не~~ в
в такой большой стране, бывает трудно выразить
данный
будний день изменения этих законодательств
представляет ~~не~~ трудности*. Тем не менее, всё это
показывает что диалог существует между
правительством и обществом населения России.

*[Отчасти, это ~~в~~ ^{в связи с тем что} связано с возросшей в недавнее
Поэтому, время религия религиозностью многих
людей в Российском обществе.]

По-моему, чтобы идти в ногу со временем, государство России должно прислушаться к ~~н~~ мнениям и изменить ~~эти~~ ~~эти~~ устаревшие законы. Это особенно актуально сейчас, когда Россия находится в центре внимания в связи с расследованием возможного вмешательства в выборах президента Америки. Отмена закона о пропаганде гомосексуализма могла бы показать способность России идти на уступки мировому сообществу, и послужить первым шагом к улучшению ~~между~~ ~~толерантности~~ ~~к~~ ~~не~~ ~~сексуальным~~ ~~традициям~~ ~~многообразия~~ ~~внутри~~ ~~ст~~ ~~отношений~~ ~~внутри~~ ~~России~~.
~~с~~ ~~не~~ ~~традиционными~~ ~~сексуальными~~ ~~ориентациями~~ ~~России~~.



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 what we learn about culture and society at the time of the action in the book, play or film that they have studied and how successful the writer or director has been in presenting culture and society. Candidates needed to present some information about what life was like for people at the time and place when the book, play or film is set, and use the text to support these assertions. Candidates were required to analyse by commenting on how successful they feel the writer or director had been in communicating what life was or is like at the time the work is set.

To access the higher mark bands, this analysis needed to be integrated into the answer. As usual, lengthy retelling of the story, or a simple description of characters or settings, did not score well.

Once again, this was by far the most popular Research-Based Essay question, reflecting the fact that the majority of centres teaching Russian are requiring candidates to study literature or film. 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', short stories by Tolstaya and Chekhov's 'Дама с собачкой'. Varanskaya's 'Неделя как неделя' was much less popular than last year, but Gogol's 'Шинель' has made a welcome reappearance. The most popular play was once again Gogol's 'Ревизор', with Chekhov's 'Дядя Ваня' and 'Вишнёвый сад' also featuring in many essays from learner candidates. Very many native speakers once again attempted essays on Bulgakov's 'Мастер и Маргарита' and whilst these were sometimes successful, many candidates did not seem to appreciate exactly what Bulgakov might have been aiming to say with his story. The most popular film choice for schools remains 'Утомлённые солнцем', with 'Живой' also continuing to feature. Amongst native speakers, the Soviet classics remain popular. Overall, the examiners were pleased with learner candidates' ability to use concrete examples (in the form of targeted quotations or specific scenes) from the text or film to demonstrate how the writer or director is successfully showing us the culture and society of the time.

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 information about society at the time with the analysis of how successful the writer or director had been in presenting it. 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 culture and society too vaguely, or spent too long on retelling the story or describing generalised historical context, and then only provided analysis in the last third of the essay.

This candidate has chosen to study Gogol's 'Ревизор'. The play lends itself well to the question set, and the candidate uses targeted quotations and descriptions of specific events in the play to make her points.

Chosen question number:

Question 3(a)

Question 3(b)

Question 3(c)

Question 3(d)

Plan / План

- исторический контекст x "культ Гоголя" (?)
- жестокая критика режима ✓
- Гоголь сам сказал, что он "хотел чтобы люди взглянули из зала просвещенными и умными" (CONCLUSION)
- Никитенко "Гоголь сделал важное дело" (CONCLUSION)
- "нет человека у которого нет каких-нибудь грехов" (2nd para) ✓
- "мудами да шалеми" - "зато я в вере тверд" (2nd para) ✓
(CONCLUSION)
- "слез сквозь невидимую миру слезу" (слез Гоголя это ~~горькие слезы~~)
- 1836 "воту каких-нибудь свиные уши, вместо мши" (?) x

Со ваничей ✓

Николай Васильевич Гоголь ✓

- важно для них только внешний блеск "пальцы чистые" ✓

"я он прежде сказал, но ничто убогое" ✓

"половина России дома дающей взятки, а половина - верующей" ✓

"Что мы узнаем о культуре и обществе того времени, когда происходит действие в пьесе «Ревизор»"

Написав пьесу «Ревизор» в 1836^{году}, Николай Васильевич Гоголь хотел открыть глаза обществу на проблемы существующие в этой эпохе. Используя сатиру и аллегорию, Гоголь много раскрыл об о культуре и обществе того времени, когда Николай I (который должен был править Россию «железной рукой»), не имея много власти и вообще Россию правили «сто тысяч ступанчалычников». Гоголь объяснил как все чиновники были коррумпированы, и используя город «Н», показал всю Россию через маленькую окошку.

Прочитав пьесу, мне ясно видно что Гоголь представил жестокую критику режима. Чиновники, принимая Елестакова как всемогущего ревизора, сразу начинают замаскировать свои нечестности. Например городничий говорит, что надо чтобы «колпаки были чистые», в действительности, это мне показывает что чиновники хотели только привести внешний блеск вместо помощи улучшить ситуацию. Ведь городничий сам говорит, что он «бы прежде сказал, но чем-то увлекся».

Гоголь эффективно показал как все чиновники лезли деньгами в свои карманчики, вместо в город. Очевидно что чиновники города «Н» коррумпированы, они все берут взятки, говоря что «нет человека у которого нет былых каких небуть грехов». Для них, святоточничество это нормальный

процесс и Гоголь нам показывает что это происходило в
каждом малом и великом городе в России. Гоголь думает,
что он может жить без проблем, просто потому что
он "в вере тверд и каждое воскресенье в церкви ^{ходит} [идет]", мы
по словам критиков
видим что ~~мы~~ "половина России была дачной взятки,
а половина - берущей".

И

Таким образом, сумиря все сказанное, я пришла к
выводу, что, по словам Никитено, написав пьесу,
"Зеркало России"
"Гоголь сделал важное дело". Гоголь показал ~~это~~ в
Николаевской России, ~~была на родине Гоголя~~
эпохе * Ясно, что то, что Гоголь рассказал
было действительно правдо. Он
~~сам сказал, что он "хотел~~
хотел ноги выходящие из зала проклятыми и омытыми".
А вы зрители, посмотрев эту пьесу, должны были измениться
к лучшему.



Библиография

~~Библиография~~

- "Гоголь в жизни и творчестве" Галина Соловья
- "читаем, пишем, узнаем" Василий Федоров
- "литература в классе" Михаил Калитова

* и успешно ^и изобразил культуру и общество в тех ~~в~~
времена.



ResultsPlus
Examiner Comments

This is an excellent Research-Based Essay. The candidate has succeeded in integrating the analysis throughout the essay and uses targeted quotations to support the assertions made. There is much evidence of understanding of the play and its subtleties, and of wider reading. The conclusion is carefully constructed. 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 studied Chekhov's 'Вишнёвый сад'. A significant theme of the play is cultural and societal change, and the candidate succeeds in discussing this through careful use of the text.

Chosen question number:

Question 3(a)

Question 3(b)

Question 3(c)

Question 3(d)

Культура и общество
 1) философия и не много... } Serious (old) v - not serious (young)
 2) уважение к старости и отказ от корней - из культуры...
 3) заключение: разрыв между поколениями

В пьесе Чехова "Вишнёвый сад," Россия ~~изображается~~ ^{изображается} во время ~~меня~~ ^{разных} ~~меняющегося~~ общества. Он показывает это, и русскую культуру, эти два аспекта жизни: старость и молодость, уважение к старости как сословие, отказ персонажей от своих корней.
 Во-первых, ~~разные~~ ^{разные} поколения относятся к культуре. Также отношения

определенном об их места в обществе. Чиркуны,
Лобовы, помещики, Заборин поют как поэт: "о, сад
мой, ~~дерево~~ и детства мое, Чиркуны! Ее брат, Гаск,
также так заборит, даже к шкафу: "Многочувствительный
~~фо~~ шкаф" кажется смешно, но грузин
персонажи не так позитивно чувствуют о ~~культуре~~
культуре. } Лопатин, ~~кучер~~ молодой кучер, утверждает:
"Читай вот книгу, и ни леза не перев." Чего, он
также не понимает короткую сцену: "Да отец мой музыкант
был, а в вот в белой ширтке, в желтых сапожках."
Даже сад показывает отношение к ~~старой~~ ^{старой} ~~старой~~
русской культуре. Когда Лобовы продают сад, Гаск Анд
заборит: ~~о сад~~ "Я уже не люблю сад бундес
сад"; Трофимов, "белый студент" заборит: "Вот всё
Россия наш сад!" Поэтому, понимаю, что старшие
и молодые относятся по-разному к культуре. ~~то~~
Чего успешно объясняет общество, когда он
показывает уподобление с на ла, знает, что
сад продается, из-за отсутствия денег. Лобовы
не только заборит: "Влеза было много денег, а сегодня мало."
Анд показывает, что Лобовы не понимают: "сидят на банале
обедать, ... она требует самое дорогое и на чай даёт
также за по рублю." Понимает, дворянин, также всегда
спрашивает деньги. ~~Со~~ ~~грузин~~ ~~интерес~~ ^{Зато,} буржуазия
возникает; Лопатин богатеем богатеем факт, что
Лопатин не купить сад, показывает общественные
перемены. ~~то~~ ~~то~~

Другой аспект общества, который Чехов хорошо изображает, — отказ людей от корней. Классовые перемены означают, что персонажи утратят могут играть неожиданную роль. Например, Попашкин из бедной семьи, но сейчас очень богатый ("я купил усадьбу, где дед и отец были рабами, где ~~я~~ мы не пужались, даже в кусты!"). Его жизнь очень интересна. ~~К тому же,~~ ~~к тому же,~~ Пичукин мучился деньгами; зато, обман, лажы, действует как ~~он~~ дворянин: "Через шесть дней, ~~я~~ я отправлю в париж Париже... на смотрю на небеса! [Спит шанпанское]." Вурд, голи дворянин, стала экономай ("по всем в близка кротей"). Эти примеры показывают, что корни не ещё важны.

В заключение, Чехов успешно ~~то~~ изображает разрывы в меняющемся обществе, и отношения к культуре.



ResultsPlus Examiner Comments

The candidate knows the text and the social and historical background extremely well. 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.

This candidate has chosen to study Pushkin's 'Пиковая дама'. The approach is to look at what Pushkin is telling us about attitudes towards the culture of Russia, France and Germany, and detailed knowledge of the text means that this has been successfully done.

«Пиковая Дама», повесть (~~роман~~) Пушкина, создана в 1833-ем году, описывает жизнь богатых в Санкт-Петербурге) Петербурге а также одержимость (дух) для богатства одного «сына обрусевшего немца». Пушкин изображает культуры Русские, (~~Немец~~) ^{немец} и Французов, и общепринятая важность азартной игры.

«Аккуратность» людей из Германии изображена в персонаже «Германн». Смотри другие персонажи, в первой главе, он говорит: «Игра занимает меня сильно, но я не в состоянии жертвовать необходимыми надежде приобретения излишнее.» ⊗ Эта цитата показывает, что Терпеть не может идею траты денег, хотя он интересуется игрой. В следующей главе, он утверждает «Расчёт, умеренность и трудолюбие - вот мои три верные карты.» Вот три качества, которые немцы считают важными.

Старая графиня получила её богатство из-за азартной игры, встретившаяся с графом «Сен-Жермен», как ~~объясняет~~ объясняет Тонски в анекдоте в первой главе. Германн, в (~~шестой~~) шестой главе книги, тоже мечтает об «открытые игральные дома в Парижа» - эти образы (~~показывают~~) показывают, что Франция считается (~~богатой~~) «богатым местом» в России. Также есть эпиграф до начала третьей главы: «Vous m'écrivez Madame des lettres de quatre pages plus vite que je ne puis les

live! >> Пользуясь французским (или) языком, Пушкин подчеркивает, что французская (или) культура оказывает огромное влияние на Россию.

Включая «бедная воспитанка, Лизавета Ивановна», у графини есть много поклонников и красивое платье; богатство её отличается от денег Германна, чей отец «оставил ему маленький капитал». >> Из-за отсутствия денег, он становится секретарём с тайной графини, и говорит, что он даже бы «стал её любовником» чтобы приобрести деньги. После смерти графини, он «так расстроен» (глава пять) что «против обличения своего, он был очень много, чтобы задумывать вступиться за совести» - он так сильно хотел узнать тайну чтобы стать богатым.

По-моему, Пушкин успешно описывает влияние иностранных культур на Россию и важность азартной игры в этот период - он также хорошо изображает разницу между Германном - бедный секретарь - и графиней, кто богата - их культуры отличаются.



ResultsPlus Examiner Comments

This essay scores in the top band for all categories. It is particularly successful at organising information and presenting this clearly and logically, and in the judicious use of quotations. It is also somewhat original in approach.

~~я думаю, что~~ Сталкина, но его много бьют ~~и~~ смерть небольшого бунтани - ~~это~~ эти два много важны ^{советское} Мухомов изображает ~~жизнь~~ Обухово с Соловьевым уехал. Но ~~это~~ бунт и управление в обществе между старым Русским ~~государством~~ и новым ~~новое~~ советским миром, и как это влияет жизнь человека; и мы также бунт и ~~жизнь~~ в России Сталкина, как он влияет и ~~жизнь~~ ^{влияет} жизни человека, ~~как~~ ~~это~~ ~~не~~ ~~бунт~~; ~~мы~~ ~~мы~~ ~~не~~ ~~бунт~~ ~~его~~.



ResultsPlus

Examiner Comments

This essay scores in the top band for all categories. A sound knowledge of the aspects of society that Mikhalkov is presenting is demonstrated throughout, and we are given a clear analysis of various aspects of the film.

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.

Grade Boundaries

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

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