

# Mark Scheme (Results)

Summer 2016

Pearson Edexcel GCE  
In Russian (6RU04) Paper 01  
Unit 4: Written Response and  
Research

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

## Section A: Translation

Question Number	Question	Answer
<b>1</b>	A large charity	Крупная (большая) благотворительная организация
	recently suggested	недавно предложила (высказала мнение) (предлагала) (предположила) (посоветовала),
	that European governments	что европейские правительства (правительства Европы)
	are not doing	(не) делают
	enough	(не)достаточно,
	to help children	чтобы помочь (помогать) детям,
	who live	которые живут
	in poverty.	в бедности (нищете).
	It is believed	(Люди) верят (верится) (считается)
	that when	что когда (если)
	countries have	страны имеют (у стран) (есть)
	serious financial problems,	серьёзные финансовые проблемы,
	children suffer	дети страдают
	most of all.	больше всего (всех).
	The organisation explained	Организация объяснила,
	that there are 14 factors	что есть 14 факторов (вещей) (аспектов),
	which should	которые должны (которым следует)
	play a role	играть роль
	In a child's life,	в жизни ребёнка (детей)
	including	Включая (в том числе)
books at home,	книги дома (в доме),	
fruit and vegetables	фрукты и овощи	
every day	каждый день	
and money for school trips.	и деньги для школьных экскурсий (на школьные экскурсии) (поездки).	
"If politicians do	«Если политики (с)делают (also accept a conditional construction with если бы, but both parts need to be correct together for two elements to be credited)	
a little more	немного (чуть) больше	
for poorer families	для более бедных семей,	
the situation	(то) ситуация	
will improve,"	будет улучшаться (улучшится) (будет лучше),» (see above re. conditional construction acceptance)	
they said.	сказали они.	
Examples of alternative translations are shown in parentheses but other translations are also possible.		Mark
One spelling or alphabet transliteration error per element which is not grammatical and does not affect meaning or sound can be accepted.		10 marks

<p>Elements which are mutually exclusive cannot both be credited.</p> <p>Marks allocated according to the number of correct elements:</p> <p>1-4 1 mark  5-7 2 marks  8-10 3 marks  11-13 4 marks  14-16 5 marks  17-19 6 marks  20-22 7 marks  23-25 8 marks  26-28 9 marks  29-30 10 marks</p>	
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### Section B: Creative or Discursive Essay

Question 2: Below are suggested ideas for essays. Candidates may well come up with entirely different material which will be rewarded on its merits as a response to the task.

#### Creative Essay

Question Number	Question
<b>2(a)</b>	<p>Расскажите историю этого мужчины.</p> <p>Напишите 180-200 слов по-русски.</p>
	<b>Suggested Answer</b>
	<p>The image depicts a man sitting in a deckchair on a beach with a laptop computer open, with the statement 'Tell the story of this man.' The creative response could involve a story about the man having to work on holiday, or the events leading up to the point at which he is sat on the beach. The piece could be written from the point of view of the man, or from someone else's point of view. Candidates' responses could be personal, in the first or third person. Good answers will encourage the reader to read on and have some element of suspense / interest. Any logical but creative development of the material is acceptable, and this could take any format.</p>
	<b>Mark</b>
	(45)

Question Number	Question
<b>2(b)</b>	<p>Прочтите следующий текст, который рассказывает начало эпизода:</p>

Поезд прибыл на вокзал. Павел посмотрел в окно и увидел женщину. Он глубоко вздохнул и вышел из поезда...

	<p>Напишите диалог (180-200 слов).</p>
Suggested Answer	
	<p>The introduction to the narrative sets the scene of a train arriving and Pavel spotting a woman when he looks out of the window. The continuation should go on to tell the story of Pavel's encounter with the woman. It could be written completely with dialogue, or as a dialogue with some third person narrative. Good answers will encourage the reader to read on and have some element of suspense. Any logical but creative development of the material is acceptable, and this could take any format.</p>
Mark	
(45)	

Question Number	Question
<b>2(c)</b>	<p>Вот заголовок статьи в газете:</p> <p style="text-align: center;">«Подросток играл на компьютере 72 часа без перерыва!»</p> <p>Напишите статью (180-200 слов)</p>
	Suggested Answer
	The newspaper article is about a teenager who spent 72 hours playing on a computer without a break. The article could be an interview with the boy, or a piece giving advice to young people on sensible gaming. It may be negative, or positive, but should present a consistent narrative. The piece should be written as a newspaper article, with an appropriate journalistic style, rather than a narrative, to gain full credit.
	Mark (45)

### Discursive Essay

Question Number	Question
<b>2(d)</b>	«Система образования идеальна, когда можно выбрать, в какую школу ходить - в государственную или в частную». Вы согласны с этим мнением? Почему? Почему нет?
	Suggested Answer
	An invitation to offer an opinion about whether or not the education system is ideal when parents have a choice between private and state schools. A balanced argument will gain most credit, offering a reasoned answer to the question set, definitely deciding, by the end, whether the statement is correct or not. Candidates may take the stance that parental choice is important and that parents should have the right to spend money on education. Private schools offer a wide range of extra-curricular activities and evidence shows that they get better exam results. On the other hand, they may argue that state schools offer students the chance to mix with people from a range of backgrounds. Specialist vocabulary is not required and answers may draw on the candidate's own experiences.
	Mark (45)

Question Number	Question
<b>2(e)</b>	«Молодые люди не понимают, как алкоголь вредит здоровью.» Вы согласны с этим мнением? Почему? Почему нет?
	Suggested Answer

	<p>An invitation to offer an opinion about whether young people understand that alcohol is harmful to their health. A balanced argument will gain the most credit, offering a reasoned answer to the question set and definitely deciding, by the end, whether the statement is correct or not. Candidates may argue that many young people drink too much and do not pay enough attention to warnings about the dangers of alcohol. There are often stories in the news about 'binge drinking' amongst older teenagers or young adults. On the other hand, they may argue that there is a great deal of information in schools about the dangers of alcohol and that young people make an informed choice when they choose to drink. Specialist vocabulary is not required and answers may draw on the candidate's own experiences.</p>
	<p>Mark (45)</p>



Question Number	Question
<b>2(f)</b>	«Родители должны узнать больше о влиянии социальных сетей на их детей». Вы согласны с этим мнением? Почему? Почему нет?
	<b>Suggested Answer</b>
	An invitation to offer an opinion about whether parents should find out more about the influence of social networking sites on their children. A balanced argument will gain the most credit, offering a reasoned answer to the question set and definitely deciding, by the end, whether the statement is correct or not. Candidates may argue that parents have a duty to be more informed about social networking because many young people are putting themselves at risk by making contact with strangers. On the other hand, they may argue that young people are given guidance at school on the dangers associated with the internet and are able to make judgements about what they should do. Young people should have privacy and be allowed to have a life away from their parents' influence. Specialist vocabulary is not required and answers may draw on the candidate's own experiences.
	<b>Mark</b> (45)

Question Number	Question
<b>2(g)</b>	«Чтобы решить проблему бездомности, государство должно построить больше новых домов.» Вы согласны с этим мнением? Почему? Почему нет?
	<b>Suggested Answer</b>
	An invitation to offer an opinion about whether or not the state should build more houses to solve the problem of homelessness. A balanced argument will gain the most credit, offering a reasoned answer to the question set and definitely deciding, by the end, whether the statement is correct or not. Candidates may argue that the building of social housing would help many more people get homes for themselves away from their families. There is a lack of affordable housing and this has caused the problem of homelessness. On the other hand, they may argue that homelessness is often the result of factors such as drug abuse and alcoholism, and the building of houses would not prevent this. They may argue that it is not the role of the state to build housing, but rather that of private enterprise. Specialist vocabulary is not required and answers may draw on the candidate's own experiences.
	<b>Mark</b> (45)

## Discursive Essay or Creative Writing Assessment Grids

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

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

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

Mark	<b>AO3: Range and Application of Language</b>
<b>0</b>	No rewardable range and application of language
<b>1 - 2</b>	Inadequate range of lexis and structures. Very limited ability to manipulate
<b>3 - 4</b>	Restricted range of lexis and structures. Limited ability to manipulate language
<b>5 - 6</b>	An adequate range of lexis and structures. Successful manipulation of language/attempts to handle complex structures not always successful
<b>7 - 8</b>	A wide range of appropriate lexis and structures. Successful manipulation of language
<b>9 - 10</b>	Rich and complex language. Very successful manipulation

	of language
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Mark	<b>AO3: Accuracy of the Target Language</b>
<b>0</b>	Language so inaccurate that no reward is possible
<b>1</b>	Accuracy only in the simplest form. A high incidence of basic error
<b>2</b>	Communication impaired at times by basic errors e.g. agreements, verb forms. Some familiar language is accurate
<b>3</b>	A number of major errors made, without impairing communication significantly. Familiar forms and structures usually accurate
<b>4</b>	Few errors, mostly of a minor nature
<b>5</b>	High degree of accuracy with minimal and minor errors

### Section C: Research-Based Essay

Question Number	Question
<b>3(a)</b>	Расскажите о политической ситуации в последние годы в регионе или городе, который вы изучали. По-вашему, политика улучшила жизнь для людей или нет? Объясните своё мнение.
	<b>Suggested Answer</b>
	This question invites the candidate to demonstrate their knowledge and understanding of the political situation in recent years in the region or town which they have studied. Essays should give specific details about the political situation, including the parties in power and the developments which have occurred. The candidate must explain how they think politics has improved the people's lives, or not. The candidate should offer factual information, discussion, analysis and a summary of the relevant research which they have undertaken.
	<b>Mark</b> (45)

Question Number	Question
<b>3(b)</b>	Расскажите об изменениях в жизни обычных людей в период истории, который вы изучали. Объясните, почему вы считаете эти изменения значительными.
	<b>Suggested Answer</b>
	This question invites the candidate to demonstrate their knowledge and understanding of changes in the lives of ordinary people from the historical period which they have studied. The candidate must indicate why they consider the changes to be significant. Essays should give specific evidence of the how people's lives changed during the period, and may focus on a short period of time or a longer period. The candidate should offer factual information, discussion, analysis and a summary of the relevant research which they have undertaken.
	<b>Mark</b> (45)

Question Number	Question
<b>3(c)</b>	Расскажите об одном аспекте социального развития в последние годы в русскоязычном обществе. Объясните, почему вы считаете этот аспект развития значительным для людей.
	<b>Suggested Answer</b>
	This question invites the candidate to demonstrate their knowledge and understanding of one aspect of social development in modern Russian-speaking society in recent years. They must explain why this aspect of social development

	is significant for people. Examples of social developments might be changes in attitudes, changes in the role or treatment of groups of people, or approaches to drugs or alcohol. The term 'social development' will be interpreted broadly. The candidate should offer factual information, discussion, analysis and a summary of the relevant research which they have undertaken.
	Mark (45)

Question Number	Question
<b>3(d)</b>	Расскажите об одном эпизоде или одной сцене в книге, пьесе или фильме, который вы изучали. Объясните, почему вы считаете этот эпизод или эту сцену важным / важной для понимания персонажей или тем в книге, пьесе или фильме.
	Suggested Answer
	This question invites the candidate to demonstrate their knowledge and understanding of one event or scene in the book, play or film which they have studied. The question asks the candidate to explain why the episode or scene is important for our understanding of character(s) or theme(s) from the book, play or film. The answer is likely to focus on one key scene and explain the relevance of the scene to character development or to our understanding of the theme(s) being presented. The candidate should offer factual information, discussion and analysis. Knowledge of others' critical views of the book, play or film is not required.
	Mark (45)

### Research-Based Essay Assessment Grids

Mark	<b>AO2: Reading Research and Understanding</b>
<b>0</b>	No rewardable material presented
<b>1 - 6</b>	Minimal understanding. Almost no evidence of reading and research
<b>7 - 12</b>	Limited understanding. Little evidence of reading and research
<b>13 - 18</b>	Adequate understanding. Some evidence of reading and research
<b>19 - 24</b>	Good to very good understanding. Clear evidence of in depth

	reading and research
<b>25 - 30</b>	Very good to excellent understanding . Clear evidence of extensive and in depth reading and research

Mark	<b>A02: Organisation and Development</b>
<b>0</b>	No rewardable organisation and development
<b>1 - 2</b>	Limited organisation and development. Structure almost wholly lacking in coherence
<b>3 - 4</b>	Some organisation and development. May be rambling and/or repetitive
<b>5 - 6</b>	Adequate organisation and development of material. Development patchy and/or unambitious.
<b>7 - 8</b>	Good organisation and development. Material well planned and sequenced with minor lapses
<b>9</b>	Very good organisation and development. Material very effectively marshalled and developed within a carefully planned framework

Mark	<b>A03: Quality of Language</b>
<b>0</b>	No rewardable language
<b>1</b>	Very basic level of communication. Language often breaks down because of lack of linguistic knowledge and/or ability to use structures. Very inaccurate
<b>2</b>	Some communication achieved on a basic level but often lacks comprehensibility. Limited linguistic range; basic sentence construction. Register often inappropriate
<b>3 – 4</b>	Satisfactory communication. Inaccurate language occasionally impedes comprehensibility. Fair range of appropriate lexis. Structures often well handled
<b>5</b>	Good communication. Errors rarely impede comprehensibility. Language mainly accurate and appropriate. Good range of lexis and structures. Good handling of complex structures and use of idioms
<b>6</b>	Very good communication. Language almost always fluent, varied and appropriate. Wide range of lexis and structures. High level of accuracy

