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# **Examiners' Report**

## Principal Examiner Feedback

### Summer 2017

Pearson Edexcel GCSE

In Russian (5RU01)

Paper 1: Listening and Understanding in  
Russian.

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**GCSE Russian**  
**Unit 1: Listening**  
**Examiners Report**

There was a pleasing response to this paper, with candidates showing sound preparation and the ability to do well over a range of topics.

**Question 1**

The majority of candidates were able to tackle this question confidently, and almost all scored full marks.

**Question 2**

This was generally well answered - it was pleasing to see that a large number of candidates could identify physical descriptions. However, a significant number of candidates were unable to recognise четырнадцать as 14 and there was also some confusion over the meaning of химию. As in the past, staples, such as numbers, days of the week and months should be revised regularly with candidates.

**Question 3**

This was accessible to the majority of candidates. The topic of "places in a town" is frequently visited in questions of this level and again, candidates would benefit from regular revision of words which fall into this category. Почта and площадь were not known by a number of candidates.

**Question 4**

Candidates answered this question well, showing their ability to pick key words out of longer passages - a skill also required at this level.

**Question 5**

Part (iv) proved the most challenging part of this question, with candidates seizing onto "после школы" to conclude that the youth club was open after school, missing the clues "жаль", "НЕ работает" and "закрит" to lead them away from this. A significant number of candidates linked "дискотека" with aerobics, rather than dancing, thus answering part (v) incorrectly.

**Question 6**

Only the weakest of candidates experienced any difficulty in answering this question.

### **Question 7**

Most candidates coped well with this question as a whole but clothes and colours vocabulary were sometimes lacking.

### **Question 8**

This question was aimed at the most able candidates and was generally dealt with very well. Candidates did a good job of dealing with the speed and "density" of the text and were able to draw inference, recognise words they had met in a different context and pick out key words to direct them to the correct answers. At this level answers are unlikely to be drawn from the MCV, nor should students expect to understand every word of the text, but to use their ability and skills they have practised in class to deduce and reach the appropriate conclusions.

### **Question 9**

Aimed at the most able candidates and requiring written answers, candidates must read each question very carefully and give clear, detailed answers to be assured of gaining the marks available. Some candidates showed they had some understanding of the text but answers were just too vague to be awarded marks. The question as a whole proved challenging, as was to be expected, given the level of ability it was intended for.

It is important, therefore, that the best candidates are ready to look for inferred answers and be prepared for a number of different question styles, as prescribed for this ability. The text, by nature of the candidates it is intended for, will include some sophisticated grammatical structures, but also a number of cognates and near-cognates, which candidates, particularly of the more able variety, should use to guide them towards the correct answer.

At this level candidates will rarely have to focus on a single word to arrive at the correct answer, but rather a concept, or series of "clues". Candidates should be reminded that use of clear, comprehensible English is essential - in some cases it was clear that candidates had not understood the question properly and/or were unable to render their answer in easily comprehensible English.

This question is not to be treated as a translation activity and candidates should have strategies for picking out key words in a longer text and for not becoming distracted or put off by words they do not know (and which in many cases will not be targeted in the answer).

**a)** "Кем ты хочешь быть?" was frequently rendered as "**Who** do you want to be?" which was considered insufficient to make the English meaning clear. Answers which had additional information such as, "when you grow up" were awarded the mark.

**b)** This was generally well answered, although a number of candidates heard город and assumed the park was IN the city (centre).

**c)** This proved a challenging question which nevertheless elicited some very pleasing answers around the concept of getting work experience/trying out jobs and successfully linked this with the idea of being paid in vouchers (ваучеры).

Weaker students misunderstood the meaning of the word профессиях and assumed the young visitors could meeting with professors.

**d)** This required a knowledge of numbers and was generally well answered.

**e i)** Many candidates did not appear to know that парикмахер is a hairdresser, while others with weaker English skills wrote "hairdresser" directly after "Previously she", rendering their answer too vague.

**e ii)** Candidates used флористики, цветы and букеты to guide them to the required answer of "florist". It was important for candidates to include the element of aspiration in their answer, which meant a number of candidates could not be credited for "(Now) she works as a florist." ("Я поняла, что мне гораздо интереснее работать....")

**f)** The key word for this answer was "полицейский" for which candidates who had linked that with any appropriate noun (police station, police section, police training etc) were given credit. Some candidates focussed on the correct word but misunderstood the meaning, assuming the answer had some link with politics.

**g)** The best candidates were able to express the elements of gaining information and possible careers successfully in their answers. However, some answers were too vague to warrant a mark or candidates misunderstood and assumed some kind of employment recruitment centre was to be set up.

Some general observations:

- Candidates will not gain any credit for writing in Russian if the rubric specifies English.
- Candidates should be encouraged to attempt all questions. Again, a small number of candidates ruled themselves out of gaining marks on some questions by not even attempting multiple choice or similar questions.
- Candidates should read the questions (particularly on Question 9) carefully.
- Questions 8 and 9 should not be treated as translation exercises. The ability to draw inference is a skill which able candidates need to practise and be prepared in order to do themselves justice in the examination.

