



Pearson
Edexcel

Examiners' Report

Principal Examiner Feedback

Summer 2024

Pearson Edexcel GCSE

In Russian (1RU0) Paper 1F: Listening and
Understanding in Russian

Foundation tier

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2024

Publications Code 1RU0_1F_pef_20240822

All the material in this publication is copyright

© Pearson Education Ltd 2024

Examiner's Report - Principal Examiner's Feedback Summer 2024

Pearson Edexcel GCSE in Russian (1RU0) Paper 1F:

Listening and Understanding in Russian

Introduction

This Foundation Tier examination is made up of 14 questions with a total of 50 marks. The exam is 30 minutes long with 5 minutes reading time.

The paper draws on vocabulary and structures across all themes and topics covered in this qualification specification. Candidates are assessed on their understanding of standard spoken Russian by one or more speakers in a range of public and social settings. Candidates will respond to multiple choice response and open response questions based on a recording featuring male and female Russian speakers.

The paper is divided into two sections A and B. Section A consists of 12 questions, all set in English and candidates in this section are required to respond in English. Section B consists of two questions with instructions and texts set in Russian. Candidates in this section are required to respond in the target language.

The paper is based on five themes as per first teaching 2017 specification:

- 1) Identity and culture
- 2) Local area, holiday, travel
- 3) School
- 4) Future aspirations, study and work
- 5) International and global dimension.

All themes and related topics must be studied in the context of both the students' home country and that of countries and communities where Russian is spoken.

The vocabulary list must be studied extensively to enable candidates to understand and express themselves with themes, reading and listening to authentic material.

Teachers should present and exploit a range of vocabulary relevant to the themes and topics in the specification.

This Foundation Tier paper targets grades 1 to 5:

- questions 1, 2, 3, 4 and 5 target lower grades 1-3,
- questions 6, 7 and 8 target the mid-grade 3
- questions 9 to 14 target the higher grades 4 and 5.

Questions 9, 11, 13 and 14 are crossover questions with the Higher Tier question paper.

Section A

Q01(3 marks): Generally, candidates' responses to this multiple-choice question were good and most candidates from this cohort scored at least two marks.

Q02 (3 marks): In this multiple-choice question on the topic of Holidays many candidates, were awarded the full 3 marks.

Q03 (3 marks): This is another multiple-choice question. A significant number of candidates crossed the correct 3 statements and were awarded full marks. A small number of candidates penalised themselves by not realising that each name could be used only once, or by crossing more than the required **three** boxes.

Q04 (3 marks): Although the overall candidates' performance in this multiple-choice question was marginally better than the previous one, there were similarities such as crossing more than three boxes or crossing the same name more than once, which prevented some candidates from gaining full marks.

Q05 (4 marks): Many candidates performed well in this question, especially in parts (a) and (c).

Q06 (3 marks): This was generally well answered, with just a few candidates not realising that the answers had to be drawn from the "cloud". Candidates who supplied their own answers could not be credited for this.

Q07 (3 marks): Candidates coped well with this question, which required them to choose 3 correct answers from a list of 7 statements. The topic Home Town and vocabulary typically linked to this topic seemed very familiar to the majority of candidates.

Q08 (3 marks): This question was based on the theme of Part Time Work and was answered very well by the majority of candidates. It is worth noting that with open response questions, such as this, candidates will be credited with the mark as long as the clarity of their answer is not impeded by poor expression in English. Question 8 (c) did challenge a number of candidates in this respect but they were not penalised for answering in less than perfect English so long as the meaning was clear.

Q09 (4 marks): The first of the crossover questions, most candidates tackled this question very competently. This multiple-choice question required some ability to draw inference and some candidates did not make the connection between "это была первая поездка" and statement (i) A – "(This visit was) ...a new experience for his school"

Q10 (4 marks): An open response question, this appeared to present an element of challenge to candidates. Question (a) was generally well known. Questions (b) and (c) required a level of English in their response, which seemed to be beyond the competency of some candidates. It was, in some cases, evident that candidates had identified the correct section of the text to draw their answer from, but just did not have the language skills to express their answer in good English. In question (d) only a few candidates were unable to identify "собакам" or "кошкам" to direct them towards the correct answer.

Q11 (3 marks): The second of the crossover questions, this was generally well answered. It required some ability to draw inference, which the majority of candidates managed well. Vocabulary linked with the topic of Volunteering seems to have been well known by candidates.

Q12 (4 marks): This open response question attracted a wide range of quality of answers. Some candidates made a false connection between the introduction "Помогите, дорогие друзья!" and Question (a). Question (b) required an answer which was not connected with food and was mis-read by some candidates. Question (c) required two pieces of information to gain both marks. Most candidates were able to identify the cognate in "в офисе", while the time reference required to gain the second mark proved a good discriminator.

As with all open response questions, it is essential for candidates to process the question before starting to give their answer

Section B

Questions 13 and 14 were in the target language and are crossover questions. Candidates were generally more successful in answering Question 14. There was a significant number of candidates who did not even attempt Question 13, which suggests they were not familiar with the rubric for this question. Many were unable to use linguistic clues or context to arrive at the correct answer. Question 14 proved less challenging for many candidates. This task required candidates to process what they heard, understand inference and match what they heard with a description of pupils' experience of school, inserting a proper name to complete the answer.

For this paper, candidates need to

- carefully read the questions
- be able to understand the questions in Russian and recognise linguistic clues
- have sound knowledge of core vocabulary
- listen to the whole rather than hone in on individual words
- identify cognates and familiar words in unfamiliar contexts
- recognise the use of tenses and time indicators
- pay attention to detail
- apply logic