



Examiners' Report Principal Examiner Feedback

Summer 2023

Pearson Edexcel GCSE
In Russian (1RU0)

Paper 1H: Listening and Understanding in
Russian

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 2023

Publications Code 1RU0_1H_2306_ER

All the material in this publication is copyright

© Pearson Education Ltd 2023

Examiners' Report - Principal Examiner's Feedback Summer 2023

Pearson Edexcel GCSE in Russian (1RU0) Paper 1H: Listening and Understanding in Russian

Introduction

This Higher Tier examination is made up of 10 questions with a total of 50 marks.

The exam is 40 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 2 questions, both set in the target language and candidates in this section are required to respond in Russian. Section B consists of 8 questions to be answered in English.

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.

In this series, non-vocabulary words, which should normally be used when setting this paper for all questions (and in questions 8, 9 and 10 possibly tested), were added to a glossary at the end of each relevant question. In future years no words which are not on the MCV will appear in the transcript, therefore there will be no need for glossaries.

This Higher Tier paper covers awarding grades 3 to 9:

- questions 1 and 3 target grade 4
- questions 2 and 4 target grade 5
- questions 5 and 6 target grade 6
- question 7 targets grade 7
- question 8 targets grades 7-8
- question 9 targets grades 8-9
- question 10 targets grade 9

Questions 1, 2, 3 and 4 are crossover questions with the Foundation Tier question paper.

Generally, candidates were well prepared for both multiple-choice and open response test types but some requirements proved challenging for some candidates and the open response questions, requiring answers in English, proved daunting for less successful candidates and in some cases, heritage candidates. Candidates performed well across the paper as a whole and there were some excellent performances. There was evidence of some good listening and exam skills. Many candidates had used the five minutes reading time well (underlining key words in the title, rubric and questions, annotating questions),

generally using the time to anticipate what they were about to hear. The questions that were intended to discriminate did so, many candidates understood enough, and felt confident enough, to attempt the whole paper, but there were blank answers for the whole or parts of questions 6, 7 and 9 (open response questions in English). There were some candidates who were unable to cope with the demands of the paper - the increase in difficulty as they progressed through led some to give up. These candidates would have possibly benefited from taking the Foundation rather than the Higher paper.

Comments on individual questions.

Questions 1-4 are overlap questions found on both the 1F and 1H papers and included the two questions in Russian. At Higher level, performance on these questions was generally better, but errors made were similar to those on the Foundation level paper.

Questions 1 and 2 were in the target language. Candidates were generally more successful in answering Question 1, with 1 (a) and (d) being the most commonly correct and 1 (b) being the most challenging. Many were unable to use linguistic clues or context to arrive at the correct answer.

Question 2 proved more challenging, this task required candidates to process what they heard, understand inference and match this with a description of what people did to be "green", inserting a proper name to complete the answer.

A number of candidates had clearly not understood the rubric for these two questions and attempted to answer either with words outside the choices they were given or in English.

Question 3 proved accessible for most candidates. Part 3 (i) proved challenging to some, with "завтра утром" not always known, and 3 (iii) relied on understanding inference. This multiple-choice question required careful listening to identify correct and incorrect options for each part of the question and also the ability to process information.

Question 4 required a basic ability to draw inference and was successfully answered by the majority of candidates.

Question 5 was multiple choice, with parts (i) and (iii) requiring some understanding of inference. Part (iii) proved the most accessible answer. Some candidates were unable to link "дожди" with "wet" in (i), and in (ii) "На востоке" was not widely known.

Question 8 was also multiple choice and relied on candidates' ability to understand inference, this time for all answers. Key clues to the answers included, Question 8a (i), "Я один в классе решил сдавать экзамен...", Question 8a (ii) " не так важно знать грамматику или культуру...как уметь общаться", Question 8a (iii) "почти все студенты хотят.....но результаты не лучше, чем средние". In Question 8b (i), candidates needed to link "коррупции

стало меньше”, with the concept of a fair system for all. In 8b (ii) candidates needed to understand “...поступить.... не так сложно, как раньше” to understand the system was simpler. .

Question 10 was testing candidates at Grade 9, the highest grade possible. Candidates can therefore expect the linguistic content and level of vocabulary - including words which are not on the vocabulary list - to be more sophisticated and challenging than in previous questions. However, for June 2023, all non-MCV words were included in a glossary. The emphasis is on drawing inference from a relatively long extract and candidates are advised not to approach this question as a translation exercise. Parts (i) and (ii), were answered equally well, although it is difficult to gauge to what extent the glossary proved helpful in candidates arriving at their chosen answers. Question 10 (ii) C was possibly the most challenging part of this question.

As always, the open response questions requiring answers in English proved a good discriminator. There were some excellent performances from candidates on these questions but they proved difficult for some learner candidates, as they reached their ceiling of competency. As in the past, some heritage candidates have found the open response questions very challenging and have not been able to express themselves clearly enough in English to be awarded marks. Also, as in previous years, answers in Russian were not able to be awarded marks. Candidates’ responses often indicated they had understood the gist of the extracts, although lack of attention to detail cost them marks. Only the most successful candidates were able to supply the detail and accuracy required at this level.

The incline in difficulty was evident - the majority of candidates attempted and scored on Question 6, but in Question 7 and Question 9 there were more blank spaces and some candidates failed to score. Where candidates did not understand the extract, many either looked for single lexical items that might fit the question or came up with answers that were not in the extract. Some common items of vocabulary were not known or confused with other words. It should be borne in mind that Question 7 targets Grade 7 and Question 9 Grades 8/9. However, all candidates should be encouraged to attempt all questions. They should attempt to provide plausible answers to the questions set, insofar as it is reasonable to do so.

In Question 6, (a) was mostly well answered. In 6 (b) the key phrase was “только мобильный телефон!” Candidates were not awarded the mark if there was no reference to “only”/ “just”, and there was a large number of answers which lacked sufficient detail, although the candidate had targeted the correct part of the text. Question 6 (c) targeted “с удовольствием”, which was generally understood by candidates. Many answered “they did it with pleasure” which was sufficient to gain the mark. Others looked at the inference of this phrase and answered with words such as “positively” and “gladly” which were also acceptable. The majority of candidates were able to gain the mark for Question 6 (d) if their answer reflected the idea of having to pay. Answers which referred to the course being too expensive were not credited., but these were relatively few. Part (e) proved the most challenging of this question, “о карье” proved

difficult to comprehend for a number of candidates and there were answers which referred to events which were not in the text or ones along the lines of "visiting the cinema". Correct, concise English in the open response questions is key. Answers such as "wanted a job in the cinema" could not be credited as the meaning was too ambiguous.

Question 7, targeting grade 7 ability candidates, showed evidence of candidates finding the answers more challenging. It was very pleasing to see the majority of candidates identified "подростков" and "девушек", which guided them to the correct answer for 7 (a). Question 7 (b) was also very well answered. Question (c) offered three possible answers, any two of which were required for a mark each. Some candidates were able to target "жанры её книг очень разные" but rendered this as "her genre was very different", which could not be credited. 7 (d) which relied on candidates' understanding of "о трудных выборах в жизни" produced some very pleasing answers.

Question 9, targeting grades 8/9, proved to be a very good discriminator, as accuracy and attention to detail were the key to scoring well.

Question 9, Part (a) saw candidates scoring well on the factual "2 months ago", required for (i). Question (ii) focussed on the sentence, "Раньше таких магазинов не было." Many candidates succinctly and correctly answered "It was the first of its kind", but the more literal "There weren't any shops like that before" was also acceptable, although some offered muddled responses based on the latter and did not gain the mark. A number of candidates were distracted by the mention of a "benevolent businessman" (possibly because the word "Доброжелательный" appeared in the glossary) and submitted an entirely incorrect response. Question (iii) was mostly correctly answered, although answers of 60, 600, 6 000, 60 000 were also seen. Question (iv) presented some problems for heritage candidates in that the English for "реклама" was not always known (although "рекламировать" was in the glossary) and "reklama" could not be accepted as it is not an English word.

Question 9, Part (b) proved more demanding than Part (a), as candidates had to really pay attention to detail to score both marks on the two-mark questions. The text was relatively long and contained a number of vocabulary items which were deemed to be from the most demanding on the Higher Tier MCV. There were also many familiar items of vocabulary which were perhaps being used in an unfamiliar context. Words and phrases such as "местному населению", "дёшево одеваться", "поддерживать ремонт", "дома престарелых", "одно преимущество", and "совсем не нужны" proved very challenging indeed.

In Part 9 (b) (i) many candidates were able to gain a mark for a good rendition into English of "дёшево одеваться", although the mark crediting "поддерживать ремонт... дома престарелых" was missed by a large number of candidates. Heritage candidates found it problematic to offer an acceptable version of "old people's home" and the mention of "в центральном парке" proved a distraction into the realms of cleaning up parts of the city. Part (ii) produced some very good answers - there were three points mentioned and two marks available. Although answers were sometimes a little lacking in conciseness, credit was

given where possible, so long as they were unambiguous. For 9b (iii), an answer which contained an emotion was needed. ("How does Svetlana, the manager, feel...?") An appropriate answer should have been inferred from "ей будет очень приятно". There were a number of acceptable answers, most commonly simply a one-word answer, such as "pleased", "happy", "excited", "positive" or even "good". Answers which simply reported that she wanted to serve people and the planet were not given credit.

For this paper, candidates need to:

- carefully read the questions
- be able to understand the questions in Russian and look for linguistic clues
- recognise familiar language in unfamiliar contexts
- listen to the whole rather than focus in on individual items of vocabulary
- recognise the use of negation
- recognise the use of tenses and time indicators
- pay attention to detail, give full rather than partial answers
- have a sound knowledge of vocabulary
- express themselves clearly and unambiguously when writing in English and relate their answers to what is heard in the extract
- apply logic
- read over and correct their answers