



Examiners' Report Principal Examiner Feedback

Summer 2025

Pearson Edexcel GCSE
In Russian (1RU0)

Paper 1H: Listening and Understanding in
Russian

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Overview

This paper was worth 50 marks and was divided into 2 sections.

Section A was worth 10 marks and required answers in Russian.

Section B was worth 40 marks and required answers in English

Students had 40 minute and 5 minutes reading time to complete the paper.

Question 1

Students were asked to listen to a text about a new restaurant and to fill the gaps with the correct Russian word chosen from the box. There were a number of opposite pairs of words in the box to choose from.

a) most candidates answered this correctly. Some wrote the adjective французский as used in the recording but, as this was not an option in the box, and also did not complete the sentence correctly, this was disallowed.

b) most candidates answered this correctly and, of those who did not, many identified that a time phrase was required but picked the wrong one, ie утром

c) again of those who got this one wrong, many chose открыт, indicating some level of understanding of what was needed here.

d) generally well-answered

e) as above, a large number of those who answered incorrectly chose дорого so they clearly understood the question but misunderstood the recording.

Question 2

Students were asked to listen to a text about first jobs and select one of four names to complete the sentences. This was generally well-answered, with most candidates correctly transcribing the names in Russian. Only a few translated the names into English, and therefore gained no points and candidates are reminded to double check which language is required, and to look at the example if they are still unsure.

Question 3

Students were asked to listen to a text on school and select the correct multiple-choice answer by crossing a box. This question was generally well-answered, with no clear areas of difficulty.

Question 4

Students were asked to listen to a text about a day out and answer multiple choice questions by crossing a box. Most responses were successful with many gaining full marks for choosing the correct three answers.

Question 5

Students were asked to listen to a girl talking about a recent holiday and answer multiple choice questions by crossing a box. This was a good test of the past tense, and most responses answered successfully, gaining full marks for the three questions.

Question 6

Students were asked to listen to a text about childhood memories and write short answers in English.

- Most candidates correctly identified either friendly or funny and gained one mark.
- Candidates in general knew the word художник and, whilst most were able to provide the translation 'artist' or 'painter', some of them did not know the English, offering 'drawer' or 'art person' which were too unclear to gain a mark.
- This caused the most difficulties in this question: the Russian text says 'она уезжала из дома' and a rendering of this was required for the mark. A number of responses inferred too much, putting 'because he did not see his mum/he missed his mum' which was too far from the original.
- Almost all candidates scored two points for this question – friends/exams were all

that was required.

Question 7

Students were asked to listen to a text about a successful career.

- a) Almost all students answered this correctly, although some misread the question and answered that he translated from English to Russian.
- b) The answer looked for was communicated with foreigners and there were many variants of this, many of which were accepted: 'foreign people', 'people from abroad', 'people from different countries', but not 'tourists' (who might not be from abroad).
- c) This caused the most difficulties, particularly 'sense of humour'. Many candidates simply put 'humour' or 'be funny', neither of which have the same implication as 'having a sense of humour'. For the second mark, instead of "staying calm" many candidates put "be quiet in every hard moment" or "being hardworking" as their answers, which was not the same meaning.
- d) Most responses correctly answered this question with a positive adjective.

Question 8

Students had to listen to a text about a school event and answer the multiple-choice questions by ticking in the appropriate box. This was a more challenging question than the previous multiple-choice ones, requiring pupils to understand the gist of a whole sentence, rather than seeking out shorter answers. In general, responses showed candidates performed well but it might be helpful for learner candidates to practice ruling out the answers that are clearly wrong in order to narrow down their options, particularly if there are vocabulary items that are unfamiliar.

Question 9

Students were asked to listen to a text on an environmental initiative and answer questions in short sentences in English.

Section a)

- i) the Russian text stated 'житель' and a rendering of this was required for the mark (so an implication of living in the area). A number of candidates responded with 'anyone in the area' but this was deemed too vague as they could just be passing through. Similarly, 'anyone from the area' could imply someone who had moved away.
- ii) This was generally the most successfully answered question in this section, the only problem being that a number of heritage learners did not know the verb 'to plant' and sometimes lost marks if they failed to find a suitable alternative.
- iii) Most candidates understood 'old' but not as many conveyed 'old-fashioned' or 'out-dated'. 'Old-looking' implied 'shabby' so did not get the mark.
- iv) This question caused difficulties for a number of candidates. 'Clear' was often used instead of 'clean' and was not allowed. To avoid confusion between 'air quality' and 'ambiance', 'the atmosphere was better' was not allowed. For the second mark, a comparative was required so the area become MORE pleasant; many candidates recognised this and gained the mark, but a number did not because there was no element of comparison.

Section b)

- i) There were sometimes some difficulties in conveying the idea of a range of ages, and candidates sometimes lost marks because of this. The point about everyone being happy or pleased was more successfully.
- ii) Teamwork/working together – this was generally well-answered although, sometimes this answer was used in part iii) and therefore did not gain the mark.
- iii) This was generally well-answered – if candidates identified 'competition' and 'medal' they gained the two marks. A significant number of responses did not

correctly translate 'конкурс' however, conveying it as 'event' or 'championship'. Similarly, not all responses translated 'медаль' correctly, despite it being a cognate in English.

Question 10

Students were asked to listen to a text on Blogging and to select the correct 4 answers to the multiple-choice questions. Although this was a difficult question, it was largely well-answered, and candidates did well in understanding the text and choosing the correct answers.

Summary

- Candidates had been well-prepared and coped well with some difficult vocabulary and syntax, as well as showing a good understanding of how to approach the different styles of questions.
- Fewer candidates are using the incorrect language to answer questions but there are still some occasions when marks are lost because answers are in the wrong language. Students are advised to check on the front of the paper, at the top of the question, or the example if unsure of which language to use.
- In some cases, the quality of English made it difficult to award a mark. Heritage learners should be reminded that around 80% of this paper requires answers in English.
- For the long-style question (in this case question 9), candidates must be aware of the need for precision and clarity in their answers
- Candidates should ensure that they do not tick more boxes than required in the multiple-choice questions as they will lose marks for additional boxes ticked.
- Students should remember to write neatly and clearly. Marks cannot be awarded for illegible answers.
- Where students provide multiple answers to a question, only their first response is credited.

