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Pearson Edexcel GCSE

In Russian (1RU0) Paper 2F: Speaking in Russian

Foundation tier

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## 2406 PE report to centres

### Pearson Edexcel GCSE (9-1) Russian

#### Paper 2 (1RU0\_2F): Speaking in Russian Foundation Tier

The Foundation tier speaking assessment consists of three tasks:

- Task 1 – role play                      Foundation tier: 1 - 1 ½ mins
- Task 2 – picture-based task          Foundation tier: 2 ½ - 3 mins
- Task 3 – conversation                  Foundation tier: 3 ½ - 4 ½ mins

Please see the Pearson Edexcel GCSE (9-1) Russian specification (pp. 12-35) for further details of this assessment, and for the mark grids used for assessment. Please see the same document (pp. 8-9) for a list of the themes and topics for this specification.

The tasks are conducted in consecutive order.

Candidates take the speaking test at either Foundation or Higher tier. Different cards for task 1 and task 2 are set for Foundation and Higher tier.

The total test time at Foundation time is 7-9 minutes (plus 12 minutes' preparation time for Tasks 1 and 2).

The candidate is rewarded for the ability to communicate and interact effectively through speaking in Russian for different purposes.

Up to 70 marks are awarded positively for this assessment:

Task 1 – role play: 10 marks

- 2 marks for the response to each of the five prompts on the role play card

Task 2 – picture-based task: 24

- 16 marks for *Communication and content*
- 8 marks for *Linguistic knowledge and accuracy*

Task 3 – conversation: 36 marks

- 12 marks for *Communication and content*
- 12 marks for *Interaction and spontaneity*
- 12 marks for *Linguistic knowledge and accuracy*

While the distribution of marks is the same for both Foundation and Higher tier, the mark grids are different. Please see the GCSE Russian (9-1) specification (pp. 20-35) for the mark grids for each tier.

Immediately before the examination, the candidate has 12 minutes to prepare task 1 and task 2. During this (supervised) preparation time the candidate may make notes (up to one side of A4) but may not have access to a dictionary or any other resource. The candidate takes both the stimulus cards and any notes made into the examination, and can refer to these during the assessment. The stimulus cards and any

notes are collected by the teacher/examiner at the end of task 2 (before task 3: conversation).

The role play card for task 1 and the picture-based card for task 2 are allocated to each candidate according to the grid provided by Pearson. It is essential that the centre allocates the correct cards to each candidate.

Pearson issues the teacher/examiner booklet and the candidate cards for tasks 1 and 2 to centres before the examining session. These materials are confidential until the end of the examining session for this paper. The dates for the examining session are published in the Pearson examination timetable.

## **Candidate performance 2024**

### **Task 1 – role play**

The majority of candidates were clearly aware of the requirements of this part of the exam and coped well both with answering the teacher/examiner's questions and with asking a question (prompt 5). Some candidates did not either did not understand that they had to ask a question for prompt 5, or did not understand that they had to ask a question relating to the prompt on the card and instead just asked any question.

Items of vocabulary which some candidates did not seem to understand include: хотеть (FR3), классная комната (FR7) and вечер (FR9). Candidates seemed familiar with vocabulary that often occurs in the role play tasks e.g. мнение, описать, любимый, почему.

Most candidates were able to ask a question, and the way in which candidates approached this task differed. If candidates were not certain of the correct form of the verb to use for the ты/вы form e.g. for FR1 *Ты любишь русские фильмы?*, they were often able to use a format such as *Я люблю русские фильмы, а ты?* This is, of course, completely acceptable and would be awarded 2 out of 2 marks.

#### Timing of role play task

While recommended timings are given for the role play task (1 - 1 ½ mins at Foundation tier), it is important that both candidates and teacher/examiners know that this timing is only recommended. As long as candidates complete all the tasks in the role play, they can access all the marks available. In practice, the role play often lasts less than the recommended time and this is completely acceptable.

There is no need for the teacher/examiner to extend the time of the role play artificially so that it reaches the recommended time.

### **Task 2 – picture-based task**

The majority of candidates seemed to have used the preparation time well and were able to offer a good deal of description of the picture in response to the first prompt. There were many very strong performances here, with candidates using a good range of vocabulary and structures in response to all the prompts. Many candidates not only described what they could see, but also speculated e.g., for FP1 *Я думаю, что они в парке* or for FP2 *Мне кажется, что погода – хорошая потому, что они на балконе.*

This is to be encouraged, as it helps candidates to access the higher bands of the mark grid for *Communication and content* (“expresses opinions and gives justification”).

In this task, candidates are required to refer to both past and future events. Which time frame is to be used when is indicated by the prompt on the candidate card. Most candidates were able to use the appropriate verb tense for these prompts.

Many candidates were able to develop their answers and responded well to the teacher/examiner prompts: *Почему? Почему нет? Что-нибудь ещё?* Very few either were unable to do so or refused to do so. When practising this task, candidates should practise giving opinions, reasons for their opinions and further details about the points they make.

Items of vocabulary which some candidates did not seem to understand include: отмечать (FP2, FP6), обедать (FP4), учиться (FP8) and бутылки (FP10).

### **Task 3 – conversation**

In task 3, two topics are discussed. The candidate chooses the first topic for the conversation, and this dictates which role play, picture-based task and second conversation topic they are allocated.

Candidates may introduce the topic they have chosen for up to one minute, uninterrupted, after which discussion of the topic begins. This year, most candidates began task 3 with a presentation, but if they did not, this did not affect their mark in any way.

As in previous series, for Foundation tier candidates the most popular choices of first topic were *holidays, school, town or who am I?* and candidates usually did very well when presenting and discussing their chosen topic. Candidates usually had plenty to say about the topic they had chosen, and demonstrated a good range of vocabulary and constructions, and a range of verb tenses when talking about it. This is a section of the exam for which candidates can do a good deal of preparation in advance, and this was reflected in their performance in this section.

The second conversation topic is allocated according to the grid provided by Pearson. Most candidates were able to deal well with all of the GCSE topics and sympathetic conduct of the test by the teacher/examiner often encouraged candidates to demonstrate the ability to offer answers to most questions on the topic, using a variety of vocabulary and grammatical structures.

The way in which the teacher/examiner conducts task 3 can affect a candidate’s performance and their ability to access the entire range of marks available. For example, to access the higher bands of the grid for *Linguistic knowledge and accuracy*, candidates must show that they can refer to past, present and future events; if a teacher/examiner does not ask questions which lead to answers in different time frames, the extent to which a candidate can access the available marks may be limited. Similarly, the ability to *respond spontaneously* is credited in the grids for *Interaction and spontaneity*, and so teacher/examiners need to ensure that candidates demonstrate the ability to do this in order to be able to access the entire range of marks available here. Please see *Advice for teacher/examiners* below for further guidance.

## Conduct of the speaking test

Please see *GCSE Modern Foreign Language: Conducting Assessments: Administrative Support Guide* (available under the *Forms and administration* tab of the GCSE Russian page of the Pearson Edexcel website) for details of conduct of the speaking test.

It is **essential** that teacher/examiners and centres are aware of the requirements of the test and that the teacher/examiner conducts the test correctly. Incorrect conduct of the test may adversely affect the candidate's ability to access all the marks available. Please see *Advice for teacher/examiners* (below) for further information.

This year, a significant number of candidates were not able to access the full range of marks available because of errors on the part of the teacher/examiner. The most common of these were:

### 1 **Rephrasing questions and prompts in task 1: role play and task 2: picture-based task**

The questions and prompts on the role play and picture-based task cards must be asked **exactly** as they are written on the card. Questions and prompts may be repeated, but, in the interests of comparability, **must not** be rephrased. If a teacher/examiner does rephrase a question or a prompt, then candidates cannot be awarded marks for their response to that element of the test. This year, a very large number of candidates were denied marks because the teacher/examiner rephrased questions and prompts in tasks 1 and 2.

### 2 **Using incorrect prompts in task 2: picture-based task**

In order to prompt candidates to develop their answers in the picture-based task, teacher/examiners may use only the prompts on the card i.e., *Почему? Почему нет?* and *Что-нибудь ещё?* If any other prompt is used, the candidate's answer to that element of the test cannot be credited. Again, a significant number of candidates were denied marks because the teacher/examiner did not use a correct prompt in this task.

### 3 **Failure to respect timings in task 2: picture-based task and task 3: conversation**

The recommended timings for each task are:

- Task 1 – role play                      Foundation tier: 1 - 1 ½ mins
- Task 2 – picture-based task        Foundation tier: 2 ½ - 3 mins
- Task 3 – conversation                Foundation tier: 3 ½ - 4 ½ mins

As mentioned previously, in practice, the role play often takes less than the recommended time and this is not an issue; as long as the tasks are completed, candidates can access all the marks available for this element of the exam.

For the picture-based task, it is in the candidates' interest to ensure that the recommended timings are observed, in order that candidates can access the higher bands of the mark grids. Here, in the grid for *Communication and content*, candidates are rewarded for *developed responses* and *effective adaptation of language to describe, narrate and inform*. Teacher/examiners can prompt candidates to develop

their answers using the prompts on the teacher/examiner card. If this task is significantly shorter than the recommended time, candidates may not include sufficient content to be able to access the entire range of marks for this task, and this was the case in a significant number of cases this year.

As for the picture-based task, it is in the candidates' interest to observe the recommended timing for task 3: conversation. The time available for task 3 should be divided equally between the two conversation topics i.e., 1 min 45 secs – 2 min 15 secs for each topic at Foundation tier. Where the time spent discussing either topic is significantly shorter than the recommended time, the candidate may not be able to access the full range of marks available.

#### **4 Failure to prompt candidates to refer to past, present and future events (task 3)**

In order to access the full range of marks available for *Linguistic knowledge and accuracy* in task 3: conversation, candidates need to make reference to past, present and future events. In a number of cases this year the teacher/examiner did not ask questions which required a response in a tense other than the present tense, and so a candidate's access to the full range of marks available for this mark grid was limited.

#### **Administration of the speaking test**

This year, most centres provided recordings of a suitable quality. It is essential to do a practice recording before beginning to record the speaking tests, to check that both the candidate and the teacher/examiner can be heard clearly. Similarly, it is essential that the tests are recorded in a place where there will be no interference from outside sources (noisy corridors, lawn mowers, traffic noise etc.).

Most centres uploaded the correct material to Learner Work Transfer (LWT). Please refer to the *GCSE Modern Foreign Languages Conducting Assessments: Administrative Support Guide* (available on the Pearson Edexcel website) for instructions on the administration of the speaking test and the uploading of recordings and documents to Learner Work Transfer.

Most centres allocated the correct role play, picture-based task and second conversation topic to each candidate i.e., they followed the order prescribed by the distribution grid. It is **essential** that this grid is followed, so that a particular theme is not tested more than once in the same speaking exam.

In a small number of centres, candidates entered for Higher tier were tested on the Foundation tier cards, and vice versa. It is essential that candidates are tested on the correct tier cards.

### Advice for candidates:

- Make sure that you are familiar with the requirements for tasks 1, 2 and 3
- Practise past role play and picture-based tasks
- Learn the words that occur frequently in these tasks (e.g., мнение, описать)
- Learn the question words (когда? где? кто? почему? etc.)
- Read the introduction to the role play and to the picture-based task carefully
- Know that you can use words and phrases on the role play and picture-based task cards in your answers
- Learn how to ask, in Russian, for a question to be repeated
- Read the role play card carefully and use the correct form of address (ты or вы)
- In task 2: picture-based task and task 3: conversation, develop your answers as far as possible; give opinions, reasons for your opinions, and plenty of detail
- Demonstrate that you can refer to past, present and future events.

### Advice for teacher/examiners:

- Do not speak too much, keep teacher/examiner intervention to a minimum
- Observe the recommended timings for tasks 2 and 3 (use a timer or stop watch)
- In tasks 1 and 2, ask the questions **exactly** as they are written on the teacher/examiner cards
- **Do not** ask extra questions in task 1: role play
- In task 2: picture-based task, use **only** the allowed prompts (Почему? Почему нет? Что-нибудь ещё?)
- In task 3: conversation, ensure that your questions prompt candidates to refer to past, present and future events
- In task 3: conversation, encourage the candidate to speak spontaneously, discourage long passages of pre-learned material
- Share the mark grids with the candidates so that they understand how they are being assessed.