



Pearson  
Edexcel

Examiners' Report  
Principal Examiner Feedback

Summer 2023

Pearson Edexcel GCSE

In Russian (1RU0)

Paper 4F: Writing 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](http://www.edexcel.com) or [www.btec.co.uk](http://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](http://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](http://www.pearson.com/uk)

Summer 2022

Publications Code 1RU0\_4F\_2306\_ER

All the material in this publication is copyright

© Pearson Education Ltd 2023

## FOUNDATION TIER WRITING 1RU0/4F

### **Introduction**

Candidates were assessed on their ability to communicate effectively through writing in Russian.

Candidates needed to communicate effectively in writing for a variety of purposes across a range of specified contexts; to write short texts, using simple sentences and familiar language accurately to convey meaning and exchange information; to produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings; to make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events; to manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register; to make independent, creative and more complex use of the language, as appropriate; to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince; and to translate sentences and short texts from English into the assessed language to convey key messages accurately and to apply grammatical knowledge of language and structures in context.

The assessment was out of 60 marks. Each question was set in a context drawn from the themes and topics set by Pearson. The assessment tasks featured general content that was familiar and accessible to all candidates. Candidates were required to produce responses of varying lengths and types to express facts, ideas and opinions in Russian. The length of each response required and complexity of language increased across the paper.

Recommended word counts were specified for each question. Candidates were not penalised for writing more or fewer words than recommended in the word count or for going beyond the mandatory bullets. One question was a translation of a short passage from English into Russian. All assessments were marked against assessment criteria. The instructions to candidates were all in Russian but the title of each question was set in English. The use of dictionaries was not permitted.

The assessment time was 1 hour and 15 minutes in length. The paper consisted of three open questions and one translation from English into Russian. Candidates had to answer all questions.

Question 1 assessed candidates on their ability to write to describe and to express opinions.

Question 2 had two options from which candidates had to select one and assessed candidates on their ability to note down key points and convey information.

Candidates had to use the formal register.

Question 3 had two options from which candidates had to select one. This question assessed candidates on their ability to convey information, narrate, express opinions, interest, and convince the reader about a certain point.

Candidates had to use the informal register.

This question was common to the Higher tier.

Question 4 was the translation question. Candidates were required to translate five sentences from English to Russian. The sentences were ordered by increasing level of difficulty.

### **Question 1**

This question addressed the theme of Local area, holiday and transport and the topic of tourist sites. Candidates were given a photo of two people taking a selfie at a tourist attraction (Red Square in Moscow). Candidates had to describe the photo and express their opinion about tourism in about 15-20 words of Russian. The question could be answered using exclusively a present time frame, but candidates were not penalised for using other tenses.

Most candidates responded to this question with some success. The most successful ones restricted themselves to the recommended word count. Exceeding the word limit often increased the scope for error, ambiguity and irrelevance.

Generally successful response where candidates scored marks well for mentioning that the image depicts some people on holiday. More successful responses gave clear opinions on the topic of tourism but candidates who did not express this opinion could not gain full marks for communication and content. Some candidates described the image using first person responses and this was acceptable.

### **Question 2a**

#### ***For this question an option was given between question 2a and 2b.***

This question addressed the theme of Identity and Culture and the topic of friends. Candidates were given four bullet points under the context of talking about activities with friends; they had to write 30-35 words of Russian. The question could be answered using present and future time frames, but candidates were not penalised for using other tenses. Some candidates found this question difficult to access, as they appeared not to understand some or all of the bullet points.

The first point relating to which free time activities were popular with friends was well understood and candidates clearly know the vocabulary for free time activities – especially sports.

The second point was generally well dealt with but some candidates did not recognise the question *“как часто”*.

Point three allowed candidates to give a range of opinions relating to the reasons for getting on with a best friend. Both physical and characteristic descriptions were acceptable. Most candidates were competent in using *“потому что”* or *“так как”* in expanding the response.

The final point was designed to elicit a future tense response in response to describing a future Saturday plan.

There were some good responses where all bullet points were attempted and were well linked. These candidates used tenses appropriately, either the future tense with *“буду”* or the use of *“хочу”*.

## **Question 2b**

### **For this question an option was given between question 2a and 2b.t**

This question addressed the topic of weather. Candidates were given four bullet points under the context of sending an email to a website to describe the weather in the candidate's home area; they had to write 30-35 words of Russian. The question could be answered using present and future time frames, but candidates were not penalised for using other tenses. Some candidates found this question difficult to access, as they appeared not to understand some or all of the bullet points.

The first point relating to typical weather conditions was generally well understood and candidates clearly know the vocabulary for weather phrases. Some candidates failed to recognise "летом" and could not access full marks for communication and content but still managed to grasp the context of the question.

The second point was generally well dealt with and most candidates offered competent responses to activities during good weather. .

Point three allowed candidates to give a range of opinions relating why they like summer holidays . The majority of candidates could give a "потому что" or "так как" in expanding the response.

The final point was designed to elicit a future tense response in response to future planned activity during a period of bad weather. Most candidates were clear on the need to express a future intention but some candidates did not make reference to the "плохая погода."

There were some good responses where all bullet points were attempted and were well linked. These candidates used tenses appropriately, either the future tense with "буду" or the use of "хочу".

## **Question 3 (a)**

This question addressed the topic of technology. Candidates were given four bullet points within the context of an email to a friend about what that friend thinks about technology; they had to write 60-65 words of Russian. The question had to be answered using past, present and future time frames as well as giving an opinion about preferences.

This question was slightly less popular than Q3(b).

The first bullet point requires candidates to explain how much time they spend on the internet. Stronger responses developed this topic well and gave a range of reasons for why the candidate uses the internet.. Less convincing responses merely stated that the candidate uses the internet with no clarification of the time spent.

The second bullet point required a description of what the candidate had used their mobile phone for recently. It was perfectly acceptable to write about the fact that the candidate had not used a phone recently due to not having one.

The third point required an opinion on whether the candidate preferred to use a phone or a laptop. Some very competent responses referred to screen

size and/or mobility. Less successful responses did not compare the two items and merely stated that the candidate liked their phone. The fourth bullet point required a future tenses response as to how the candidate will use their computer in the future. Candidates showed good evidence in being able to use future tense in response to this bullet point.

Many candidates produced some really excellent essays; they entered fully into the requirements of the question and succeeded in writing a highly convincing article dealing with the bullet points. They displayed linguistic flair together with an exploration of interesting ideas, justification, logical argument and individual expression. However, some candidates struggled in balancing the requirements of the task and other candidates failed to read the bullet points carefully .

Candidates should bear in mind that more than 50% of the mark is for content and communication and the mark scheme stipulates that "top box" answers must "communicate detailed information related to the task" and "develop key points". As such, it is difficult to produce first-rate answers that deal with a bullet point in the space of a single clause. For example, a sentence such as "я пользовалась мобильником вчера" does not, on its own, demonstrate effective development of the main idea. About 20 – 25 words per bullet point produces a balanced answer. Content marks were capped by some candidates because they did not cover all bullet points fully.

### **Question 3 (b)**

This question addressed the theme of school and the topic of the school day. Candidates were given four bullet points within the context of writing to a friend about what they do every day in school; candidates were required to write 60-65 words of Russian. The question had to be answered using past, present and future time frames as well as giving an opinion.

This question was slightly more popular than Q3(a).

The bullet points were generally well understood. The first bullet point required candidates to write about what constitutes a typical morning for them. Candidates wrote on a range of topics including routine from waking up to the journey to school. All of these topics demonstrated successful comprehension of the bullet point.

A significant number of candidates showed their confidence with this topic and happily discussed their school.

At times candidates were repetitive with the vocabulary due to the limitation of their vocabulary range or using the words from the tasks. Some candidates failed to access full marks for communication and content by describing home routine before school rather than the description of the morning routine in school.

The second bullet point asks the candidate to give an opinion of food in school. There were some impressive reasons given with full justification. Some candidates misunderstood the bullet point in thinking that "еде" referred to the school journey with some confusion with "еду".

The third bullet required candidates to use the past tense to reference something interesting that had happened in school last week. Some candidates did not access the full marks for content because they produced generic responses about what had happened last week with no reference to school. Stronger candidates demonstrated linguistic flair and gave reasons as to what had made the occurrence interesting.

The fourth bullet point asked candidates to talk about what they will do in school in a future year. This proved to be a very accessible bullet point for candidate across the ability range. Better answers demonstrated full response with a balanced approach to the four bullet points.

Candidates were clearly able to talk about past and future events in school and these bullet points allowed good demonstration of tenses with a good range of vocabulary. Less convincing responses did not develop the second and fourth bullet points.

#### **Question 4 (a)**

Question 4 addressed the theme of Identity and Culture and the topic of shopping/clothes.

Candidates had to translate five sentences from English to Russian. The level of difficulty increased throughout the questions. The first three questions allowed two marks per response and the final two questions were awarded three marks per response. The first question required a present tense response, the second question required use of a time phrase, the third question required an adverb, the fourth question required adjective and negative and the fifth question required past tense and reason.

Several candidates found this a challenging question. However grammatical accuracy was not essential as long as meaning was communicated. Very few achieved full marks. Many found particular items of vocabulary a problem, for example "**jeans**", "**fashion**", "**prefer**", "**shoes**", "**boots**", "**yellow**", "**jumper**", "**expensive**". Others found difficulty with grammar, such as prepositions and the past tense of "**думать**".

However, most candidates at least attempted each sentence and were rewarded in most cases with a mark for a partial translation.

#### **Paper Summary**

Based on their performance on this paper, candidates are offered the following advice:

- answer the questions within the range of words which is suggested
- read the bullet points carefully and note which tense is required in your response
- be aware that words such as *прошлом* (past) suggest that your response should be about a past event, while *будущее* (future) suggests that your answer should feature a future event.
- other key words in question instructions such as *почему* (why) require a reasons
- be prepared to write in the first person and in the third person
- correct formation of verbs is essential in all questions

- in Q1, write both a description of the photo and an opinion
- there is no need to use tenses other than the present in Q1
- in Q2 and Q3, answer all four of the bullet points
- Q2 uses a formal register, so the instructions will say *вы* rather than *ты*
- Q2 requires only present and future time frames in your response
- in Q3, try and vary the language you use, and avoid repetition
- in Q4, try and translate all the words, as you will get credit even for partially correct answers
- ensure that your handwriting is as legible as neat as possible
- do not write English script in your response
- check your letter formation and check for confusion between letter such as *б,в п,р г,д м,т и,н*

Pearson Education Limited. Registered company number 872828  
with its registered office at 80 Strand, London, WC2R 0RL, United Kingdom