



Examiners' Report Principal Examiner Feedback

Summer 2025

Pearson Edexcel GCSE
In Russian (1RU0)

Paper 4F: Writing

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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 **School** and the topic of **what school is like**. Candidates were given a photo of young people working on a computer in school. The setting was **«Ты в школе в России. Ты публикуешь эту фотографию в социальной меди для друзей»**. There were three fully visible pupils and one partially visible pupil. The pupils were seen to be working on a computer as well as some of the pupils using plastic bricks. Candidates had to describe the photo and express their opinion about school 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 responses had candidates scoring marks well for saying who the people in the image were and what they were doing. There was some reference to physical description. More successful responses gave clear opinions on the topic of school but candidates who did not express this opinion could not gain full marks for communication and content. It is important to remember that there are two part to the question. Some candidates described the image using first person responses and this was acceptable. Less successful responses could not be fully credited for examples of very inaccurate language and or spelling which led to ambiguity.

Question 2a

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

This question addressed the theme of **Local area, holiday and travel** and the topic of **Shopping**.

Candidates were given four bullet points under the context of responding to a blog about shops and shopping; 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. Most candidates found this question straightforward to access, as they appeared to understand some or all of the bullet points.

The first point relating to which subjects that the candidate studies in school was successfully handled by the majority and candidates clearly know the vocabulary for shopping. Less successful responses did not deal with the **«когда»** element and simple talked about shops.

The second point was generally well dealt with candidates being familiar with the verb **«любить»** and successfully responding in first person singular.

Point three allowed candidates to give a range of opinions relating to shops and shopping in their home area. Both positive and negative opinions were acceptable. Most candidates were competent in using **«потому что»** or more commonly **«так как»** in expanding the response.

The final point was designed to elicit a future tense response in response to talking about what the candidate will buy on a future holiday. Candidates demonstrated a good range of possible purchase items with many saying for whom the item would be bought.

There were some good responses where all bullet points were attempted and were well linked. These candidates used tenses appropriately, forming either the future tense with **«буду»** or the use of **«хочу»** or **«хотел(а) бы»**.

Question 2b

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

This question addressed the theme of **international and global dimension** with specific reference to viewing **sport**.

Candidates were given four bullet points under the context of sending an email to the Headteacher of a Russian school to talk about sports; 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. This question was marginally more popular than 2a.

The first point relating to sports liked by the candidate was generally well understood allowing candidates to demonstrate good knowledge of sport vocabulary.

The second point was generally well dealt with and most candidates offered competent responses to saying where they like to watch sport. Some less convincing responses failed to deal with «**где вы любите смотреть**» and about participating in sport.

Point three allowed candidates to give a opinions relating to why they watch sport The majority of candidates could give a «**потому что**» or more commonly «**так как**» in expanding the response. Most commonly used was «**интересно**».

The final point was designed to elicit a future tense response in response to when the candidate will participate in sport in the future. Most candidates were clear on the need to express a future intention and «**в будущем**» was well recognised but some candidates did not make reference to the «**когда**» and simply talked in terms of what sport they will do.

There were some good responses where all bullet points were attempted and were well linked. These candidates used tenses appropriately, forming either the future tense with «**буду**» or the use of «**хочу**» or «**хотел(а) бы**».

Question 3(a)

This question addressed the theme of **Future aspirations, study and work** with specific focus on the topic of **volunteering**.

Candidates were given four bullet points within the context of an email to a friend talking about volunteer work; 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 considerably more popular than Q3(b).

The first bullet point required candidates to talk about what they usually do in free time.

Some candidates related this to the topic of volunteering and this was perfectly acceptable. Candidates showed clear knowledge of vocabulary relating to free time mainly from the topics of sport, entertainment and internet. Several candidates bemoaned the lack of free time and referred to the need to revise.

The second bullet point required the candidate to talk about a job that they had done in the past. As in the first bullet point, a large number of candidates related this to volunteer work and this could be credited. The verb «**работал**» was known by the vast number of candidates. It was perfectly acceptable to write about the fact that the candidate had held more than one job in the past. It was equally acceptable for the candidate to say that they had not had a job due to age or the pressures of preparing for exams.

The third point required the candidate to express an opinion on the importance of volunteer work. Some responses referred to the importance of volunteer work but followed up by saying that the candidate personally would not do this. Less successful responses did not refer to the "volunteering" aspect and merely wrote about the importance of work. This was a partial response.

The fourth bullet point required a future tenses response as to where the candidate will do voluntary work in the future. Candidates showed good evidence in being able to use future tense in response to this bullet point. Candidates used tenses appropriately, forming either the future tense with «**буду**» or the use of «**хочу**» or «**хотел(а) бы**».

Many candidates produced some 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. About 15 – 18 words per bullet point produces a balanced answer. Content marks were capped for some candidates who did not respond to all bullet points fully thus lacking some detail.

Question 3(b)

This question addressed the theme of **Identity and culture** with specific focus on the topic of **role models**.

Candidates were given four bullet points within the context of writing to a friend sharing information about who is a role model; 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 less popular than Q3(a).

The bullet points were generally well understood. A significant number of candidates showed their confidence with this topic and happily discussed their role models.

The first bullet point required candidates to describe a role model. Candidates wrote about a range of people with a significant number describing a family member. Any of these descriptions demonstrated successful comprehension of the bullet point.

At times candidates were repetitive with the vocabulary due to the limitation of their vocabulary range or using the words from the tasks.

The second bullet point required candidates to use past tense to say where they had first seen their role model. Some candidates did not access the full marks for content because they did not fully expand the point with relevant detail. Choosing a family member did not always allow candidates to expand the point. Stronger candidates demonstrated linguistic flair and gave reasons as to why they had seen this person in a specific place. Some candidates could not access the full requirements for communication and content by confusing "**первый раз**" and instead using "**последний раз**".

The third bullet required candidates to give a description as to why they liked the role model. Some candidates did not successfully deal with this point by repeating what they had said for bullet point one. There were some impressive reasons given with full justification.

The fourth bullet point asked candidates to talk about when they will see their do in during the holidays in order to relax. 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 used tenses appropriately, forming either the future tense with "**буду**" or the use of "**хочу**" or "**хотел(а) бы**".

Candidates were clearly able to talk about past and future events when talking about role models and these bullet points allowed good demonstration of tenses with a good range of vocabulary. Less convincing responses did not distinguish between the first and third bullet points.

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. About 15 – 18 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 4(a)

Question 4 addressed the theme of **Identity and culture** and the topic of **daily routine**. 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 an adverb, the third question required a present tense with a time phrase, the fourth question required a present tense, a negative and a reason 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. 4a was generally successful with phonetic spellings such as «лублу» «нравится» «зафтрак» having no impact on communication. «Завтра» «обед» «есть» did not allow communication to take place. There was also some issue with confusion of «б/в» and «ю/и» meaning that «люблю» was frequently incorrectly communicated as «ливли».

Spelling at times had impact on communication.

4b was generally successful with many candidates successfully communicating «школа» with a negative idea. «Далеко» was less widely known.

4c was challenging for a significant number of candidates. «Униформа» was acceptable for "uniform" but the verb «носить» in the present tense as well as irregular spellings of «каждый» meant for hindrance of communication at times. «День» was well communicated.

In 4d many candidates scored 1 mark from 3 for communication of one of the ideas. The verb «есть/кушать», «столовая» and «предпочитаю/ больше люблю» presented some issues in communication. «Бутерброды» was often well known but irregular spelling did impact clarity of communication at times.

4e presented some challenge to many candidates. As in 4d a mark could be awarded for the communication of an idea. A significant number did not know «Вторник» and often «Четверг» was offered as an alternative or the item was missed out. "Went" was generally known in some form of verb of motion in the past. "Supermarket" presented some issue with «супермаркет» or «универсам» both being accepted. «Бабушка» was generally well known but a surprising number did translate it as «дедушка». «Кофе» was often misspelled but usually communicated the item. «Кава» was not accepted.

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 reason.
- Check for key question words such as **где, когда, как часто**.

- Be prepared to write in the first person and in the third person.
- Correct formation of verbs is essential in all questions. Check that the infinitive is used when forming the future tense with «**буду**» or the use of «**хочу**» or «**хотел(а) бы**».
- 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** **у,и,ю**.
- Time should be allowed to read back your answers to check for sense.

