



Pearson
Edexcel

Examiners' Report
Principal Examiner Feedback

Summer 2024

Pearson Edexcel GCSE
In Russian (1RU0) Paper 4H: Writing

Higher 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 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 2024

Publications Code 1RU0_4H_pef_20240822

All the material in this publication is copyright

© Pearson Education Ltd 2024

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 Russian 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 from the Pearson specification. 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 the 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. The use of dictionaries was not permitted.

The assessment time was 1 hour and 25 minutes in length. The paper consisted of two questions and one translation from English into Russian. Candidates had to answer all questions.

All headings for questions were set in English.

Question 1 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 Foundation tier.

Question 2 had two options from which candidates had to select one. This question assessed candidates on their ability to convey information, narrate, express and justify ideas and opinions, and interest or convince the reader. Candidates had to use the formal register.

Question 3 was the translation question. Candidates were required to translate a short paragraph from English into Russian. The individual sentences were ordered by increasing level of difficulty.

Question 1 (a)

This question addressed the topic of concert. Candidates were given four bullet points within the context of an email to a friend about a visit to a concert; 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 less popular than Q1(b).

There were some good attempts to tackle the task in most cases. Most candidates coped well with the task. A few candidates merged 2 points together making it difficult to see if the bullet point was addressed or if the coverage was well balanced. Where candidates did not access fully the marks for content was when they did not address one or more of the bullet points or wrote one short and simple sentence to answer the bullet point without any expansion. Some candidates wrote very detailed and accurate answers to one or two of the bullet points but failed to address some bullet points completely and therefore could not access the top band for content. The first bullet point required an answer to "when" the candidate had attended a concert in the past. The second bullet point required a response giving an opinion on a preferred musical type. Some skilful responses related this to the response to the first bullet point. The third bullet required a preference to be stated between listening to music at home or at a concert. Less convincing responses failed to express any element of comparison. The fourth bullet point required the candidate to say when they will listen to music in the future.

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 1 (b)

This question addressed the theme of local area, holiday and travel and the topic of town. Candidates were given four bullet points within the context of writing an email to a friend about their town; 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 considerably more popular than Q1(a).

Some 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 failing to say what they liked in their town but more often describing the facilities of the town. Bullet point was the often the least successfully responded to as candidates did not always refer to Saturday but talked generally about what they like to do in town or some learners described what they did on a Saturday rather than discussing what they do generally on Saturdays. This at time inappropriate use of tense and is a partial response.

A number of candidates omitted details like "в городе" in bullet point 2 or "чтобы отдохнуть" in bullet point 4.

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

The first bullet point required candidates to write about what they like about their home town. Candidates wrote on a range of topics including shops, cafes, cinemas, sports facilities and being with friends. All of these topics 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. Some candidates failed to access full marks for communication and content by describing their town without expressing an opinion on what they liked.

The second bullet point required candidates to use past tense to say what they had done recently in town. Some candidates did not access the full marks for content because they produced generic responses about what they had done but did not always relate this to town. Stronger candidates demonstrated linguistic flair and gave reasons as to why they had done these things.

The third bullet required candidates to give a description of what they usually do on a Saturday in town. There were some impressive descriptions given with full justification. Some candidates did not access the full content mark by missing out reference to Saturday or by answering in the wrong time frame and describing a past or future Saturday.

The fourth bullet point asked candidates to talk about what they will 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 were clearly able to talk about past and future events in town and these bullet points allowed good demonstration of tenses with a good range of vocabulary. Less convincing responses did not develop 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 2 (a)

This question addressed the theme of Local area, holiday and travel and the topic of going on holiday. Candidates were given four bullet points within the context of an email to a Russian school to interest a Russian teacher about how the candidate prepares for holiday; they had to write 90-110 words of Russian. The question had to be answered using past, present and future time frames.

This question was considerably more popular than Q2(b).

Bullet point 1 had evidence that less able candidates did not understand the word 'prepare' and talked about the fact it would soon be the holidays or said where they are going on holiday this year. The bullet point required candidates to talk about how they prepare generally for holidays. There were several instances where candidates misinterpreted the word to mean 'cook' and wrote about what they cooked or ate on holiday. Having homework done before the holidays was one of the most common ways to express the students' preparation for the summer holidays.

The majority of the candidates did adhere to the given tenses/time frames; some annotated the bullet points for support.

Bullet point 2 required candidates to talk about something interesting that they had done on a previous holiday and was generally answered well by most candidates however some simply listed things they did without making specific reference to a particular interesting activity or highlighting a particular activity

Bullet point 3 required candidates to say where they will go on holiday in the future with a reason for this choice. This bullet point was generally answered well by most candidates but some did not access the full range of marks for communication and content due to lack of development e.g. " В будущем я поеду в Испанию чтобы отдохнуть" without developing why or what they will do there.

Bullet point 4 required candidates to talk about whether it is good for young people to spend holidays without parents and was generally answered well. Where less secure responses did not attain the full mark from the mark scheme was when candidates did not compare the two different circumstances of holidays with or without parents.

The most successful candidates restricted themselves to the recommended word count. Exceeding the word limit often increased the scope for error, ambiguity and irrelevance. There was also some good evidence of using the stimulus material with successful manipulation of verbs to first and third person.

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 22-25 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 2(b)

This question addressed the topic of food in school. Candidates were given four bullet points within the context of a Russian magazine's request for information about food in school in the candidate's home country; they had to write 90-110 words of Russian. The question had to be answered using past, present and future time frames. This question was considerably less popular than Q2(a).

Candidates, who opted for this question, gave informative and creative answers describing school food in the UK, Russia and several other home areas. Many expressed their opinions on food in their school, and demonstrated a breadth of relevant vocabulary.

There were some excellent essays here; however some stronger candidates did not always address all the points, but instead either merged a few points together or gave very detailed answers about two points and completely missing the others. Bullet point 1 required candidates to talk about the most popular food amongst pupils in school. This point was generally answered well with clear preferences for different

things on different countries. Pizza did seem to demonstrate global appeal. Bullet point 2 required candidates to talk about where they had eaten on a school trip in the past. This was less successful amongst less competent candidates who failed to say 'where' they ate and talked more about what they ate. Some candidates failed to use the correct past tense and talked about food on school trips in the present. Bullet point 3 required candidates to talk about what they will eat in the future in order to become healthier. This was generally the least convincing responses with a significant number of candidates writing about what you should eat to be healthy but not what they themselves will actually eat. Bullet point 4 required candidates to express their opinion on the choice of food available in their schools and was less well answered by less secure candidates who misunderstood the word "выбор" and so didn't give a suitable answer. The majority of candidates answered this bullet point well tying it in with the healthy eating bullet point 3.

The most successful candidates restricted themselves to the recommended word count. Exceeding the word limit often increased the scope for error, ambiguity and irrelevance. There was also some good evidence of using the stimulus material with successful manipulation of verbs to first and third person.

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 22-25 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

This question addressed the topic of technology. Candidates had to translate a paragraph from English to Russian. A significant number of candidates could not achieve full marks due to the missing out of vocabulary items, but a pleasing number achieved marks in the top category; the meaning of the passage was fully communicated, and the language and structures were consistently accurate, with errors not hindering clarity. A significant number of candidates did not know the key vocabulary "useful", "all the time", "tomorrow", "download", "to improve" and "skills". Time phrases proved challenging. Overall the majority of candidates attempted the translation well. Some students did not know the word for improve and skills (some interpreted this as «скиллы»); a common spelling error was spelling history as "хистория".

Most candidates understood the need to use correct tenses in translation. There were a number of good quality translations. "IT" was a challenging word as some candidates omitted it, without even trying to translate it, but the non Cyrillic version was accepted. Such attempts to translate IT as информационные технологии, компьютерные технологии, информатика или даже программирование are examples of a effective translation. Weaker candidates struggled with the concept of Russian cinema and translated this in the plural or incorrectly translated "theatre".

On the whole, most candidates at least attempted to translate most words, and were able to communicate some of the key ideas without major ambiguity.

Candidates should note that marks are awarded holistically for this task and, if they are not sure of the exact translation of a given word, full marks can still be achieved if they are able to substitute a convincing Russian synonym.

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
- write a separate paragraph for each bullet point, as this will help you check that you have covered all of them in detail
- think yourself into the scenario outlined in the instructions and only include material which is relevant to answering the question convincingly
- ensure that your handwriting is as neat as possible
- try to use a variety of grammatical structures
- try to vary the vocabulary you use and avoid repetition
- correct formation of verbs is essential in all questions. Ensure responding to the bullet point in the set tense of the point.
- write your answers on the correct pages of the answer booklet if you find that you have written, for example, part of Q2(b) on the page for Q2(a), then please write a brief note so that the examiner (who only sees one question at a time) is aware of this and can take the necessary action
- in Q3, try and translate every word, including what might appear minor words
- try to include near alternatives for vocabulary or structures that you are unsure of in question 3
- care must be taken to write in Cyrillic and not include Latin letters - e.g. u for y, t for т, s for c. These were the most common
- to access the higher marks there needs to be consistently effective development of all bullet points and creative use of language
- for Linguistic Knowledge and Accuracy, to access the higher marks, language must be consistently accurate, with convincing examples of each tense, as well as a wide variety of grammatical structures.