edexcel

GCSE (9-1) Russian



Sample Assessment Materials

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Russian (1RU0)

First teaching from September 2017

First certification from June 2019

Issue 3

Pearson

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Summary of Pearson Edexcel Level 1/2 GCSE in Russian sample assessment materials

Issue 3 changes

Summary of changes made between previous issue and this current issue	Page number
Paper 4 Writing, Foundation and Higher tiers The Sample Assessment Materials for Paper 4 have been amended to reflect the following amendments: • the addition of the optional Question 2(b) on the Foundation tier paper • an addition of 5 minutes to the length of the Foundation tier paper • question titles appearing in English instead of the target language for both Foundation and Higher tier papers	155 - 163 and 329 - 340

Earlier issues show previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

Contents

Introduction	**1**
General marking guidance	**3**
Foundation tier	
Paper 1F Listening transcript	**5**
Paper 1F Listening question paper	**11**
Paper 1F Listening mark scheme	**27**
Paper 2F Speaking general instructions to the teacher plus role play and picture-based task	**31**
Paper 2F Speaking mark scheme	**119**
Paper 3F Reading question paper	**133**
Paper 3F Reading mark scheme	**149**
Paper 4F Writing question paper	**155**
Paper 4F Writing mark scheme	**165**
Higher tier	
Paper 1H Listening transcript	**179**
Paper 1H Listening question paper	**185**
Paper 1H Listening mark scheme	**201**
Paper 2H Speaking general instructions to the teacher plus role play and picture-based task	**207**
Paper 2H Speaking mark scheme	**295**
Paper 3H Reading question paper	**307**
Paper 3H Reading mark scheme	**323**
Paper 4H Writing question paper	**329**
Paper 4H Writing mark scheme	**341**

Introduction

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Russian is designed for use in schools and colleges. It is part of a suite of GCSE qualifications offered by Pearson.

These sample assessment materials have been developed to support this qualification and will be used as the benchmark to develop the assessment students will take.

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General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark scheme – not according to their perception of where the grade boundaries may lie.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification/indicative content will not be exhaustive. However different examples of responses will be provided at standardisation.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, a senior examiner must be consulted before a mark is given.
- Crossed-out work should be marked **unless** the candidate has replaced it with an alternative response.

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Russian

Paper 1: Listening and understanding in Russian

Foundation tier

Sample assessment material for first teaching
September 2017
Transcript

Paper Reference
1RU0/1F

Do not return this transcript with the question paper.

Turn over ▶

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SECTION A

At the tourist office

Question 1

Example

M1: Я хочу купить книги и матрёшку.

Question 1

F1: Где здесь бассейн?

M1: Галерея далеко отсюда?

F1: Скажите пожалуйста, где вокзал?

Family

Question 2

Example

M1: У меня брат, ему 15 лет.

Question 2 Part (i)

M1: У него голубые глаза.

Question 2 Part (ii)

M1: Он ленивый, но очень умный.

Question 2 Part (iii)

M1: Его хобби – футбол и бадминтон.

Part time jobs

Question 3

Example

F1: Иван?

M1: Я работаю на стадионе каждую субботу.

Question 3

M1: И также я помогаю бабушке в её ресторане.

F1: Таня?

F2: У меня работа в бассейне, но мне скучно там.

F1: Коля?

M2: Работа нормальная — я убираю в гостинице.

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A school trip

Question 4

Example

M1: Маша любит историю. Она хочет посетить музей.

Question 4

M1: Маша не очень любит театр, но она мечтает посмотреть английский мюзикл.

F1: Андрею интересно смотреть, как они играют в регби.

F1: Лена играет на скрипке и хочет послушать классическую музыку.

A social event

Question 5

Question 5 Part (a)

F1: В пятницу в клубе будет вечеринка.

Question 5 Part (b)

F1: Будут ужин и тоже дискотека.

Question 5 Part (c)

F1: Все должны надеть футболки и джинсы.

Question 5 Part (d)

F1: Давай встретимся на станции метро в семь часов.

A national festival

Question 6

F2: Почти все русские любят праздник «Масленица». Каждой зимой, обычно в феврале, на площадях каждого города можно танцевать, играть в весёлые игры и покупать вкусные блины. Даже если погода плохая, люди приходят и хорошо проводят время вместе.

The Internet

Question 7

Example

M1: Когда я отдыхаю, я люблю играть в компьютерные игры.

Question 7

M1: Но иногда, если я делаю уроки, надо узнать новую информацию. Вечером я с удовольствием общаюсь с друзьями и я покупаю одежду или книги. Кино меня не очень интересует.

A holiday survey

Question 8

F1: Кажется, что наши тинейджеры больше всего любят отдыхать на берегу озера. Самые популярные курорты находятся на юге, где молодые люди предпочитают жить в кемпинге. 70% молодых людей хотят проводить каникулы с семьёй, а 20% говорят, что интереснее отдыхать с друзьями.

An open event

Question 9

Example

M1: Дорогие ученики Петербургских школ -

Question 9

M1: - у вас экзамены в этом году? Вы хотите учиться в современном университете? У нас новые лаборатории, если вы будете изучать биологию или химию. Для будущих специалистов мы организуем практику не только здесь, но и в Америке.

F1: Мы рекомендуем вам прийти посмотреть, что есть. Мы будем вас ждать в четверг вечером, в шесть тридцать.

До университета можно доехать из центра города на любом троллейбусе.

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Weather forecast

Question 10

F2: Прогноз погоды на шестое мая. Погода у нас будет такая:

Утром будет немного холодно, до 12 градусов, и будет дождь на севере.

После обеда ожидается солнце и будет теплее. Можно выйти на улицу без пальто.

M1: На востоке уже лето. Погода прекрасная, плюс 23 градуса. Купите

мороженое и посидите на пляже – всё будет классно! Желаю вам хороших выходных. До свидания.

School life

Question 11

Example

F1: Никита, расскажи мне о школе.

Question 11

M2: Школа небольшая. Я хорошо учусь и учителя, по-моему, хорошие специалисты, но они довольно строгие.

F1: А что можно делать после уроков?

M2: Я люблю петь в хоре и иногда на спектаклях. У нас сильная школьная команда по плаванию, но мы редко играем в хоккей и футбол. Раньше был обмен со школой в Австрии, но он стоил очень дорого. Я бы с удовольствием поехал туда на неделю.

Natalya Vodyanova

Question 12

F2: Наталья Водянова родилась в России 34 года назад. В 15 лет она стала работать фотомоделью в Париже. Ещё молодая, она вышла замуж за англичанина, от которого у неё два сына и дочь. Сейчас она помогает бедным детям, которые хотят заниматься спортом.

SECTION B

Мой город

Question 13

Example

F1: Я живу на юге России.

Question 13

F1: Мой город небольшой, но довольно интересный. В центре города можно вкусно и недорого завтракать, обедать и ужинать. Я очень люблю свой город, потому что там каждый вечер идут отличные концерты, оперы и балеты. Летом в городе отдыхают большие группы туристов из разных стран, так как мой город находится в пяти минутах на автобусе от Чёрного моря.

Папа вспоминает школу

Question 14

Example

M2: Антон был большой пессимист.

Question 14

M2: Глеб плохо учился и никогда не хотел работать.

Я не любил Федю. В свободное время он всегда сидел в библиотеке и делал домашние задания.

В школе Шуре всё время было весело. Он был большой оптимист - молодец Шура!

Каждый год на день рождения Андрей дарил мне хороший подарок. Он мне часто помогал, и поэтому я очень любил его.

Филипп редко занимался спортом, а сидел на диване и смотрел телевизор.

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Write your name here

Surname	Other names

Pearson Edexcel
Level 1/Level 2 GCSE (9–1)

Centre Number	Candidate Number

Russian

Paper 1: Listening and understanding in Russian

Foundation tier

Sample assessment material for first teaching September 2017
Time: 30 minutes and 5 minutes' reading time

Paper Reference
1RU0/1F

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in Sections A and B.
- Questions in Section A are set in English.
- Questions in Section B are set in Russian.
- Answer the questions in the spaces provided – *there may be more space than you need.*
- You must **not** use a dictionary.

Information

- You have 5 minutes to read through the paper before the first extract starts.
- You may make notes during these 5 minutes.
- You will hear the extract twice. You may write at any time during the tests. There will be a pause between each question.
- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets – *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ▶

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Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

SECTION A

At the tourist office

1 What do these people want to do?

Listen to the recording and put a cross ☒ in each one of the **three** correct boxes.

☒	**Example** buy souvenirs
☐	**A** get a meal
☐	**B** go for a swim
☐	**C** see some paintings
☐	**D** visit a palace
☐	**E** catch a train
☐	**F** change some money
☐	**G** go on a bus tour

(Total for Question 1 = 3 marks)

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Family

2 Dima is telling you about his family.

What does he say?

Listen to the recording and complete these statements by putting a cross ☒ in the correct box for each question.

Example: His brother is…

☐	**A** 14 years old
☒	**B** 15 years old
☐	**C** 16 years old
☐	**D** 17 years old

(i) He has…

☒	**A** grey eyes
☒	**B** brown eyes
☒	**C** blue eyes
☒	**D** green eyes

(ii) He is…

☒	**A** clever
☒	**B** kind
☒	**C** funny
☒	**D** hardworking

(iii) He likes…

☒	**A** reading
☒	**B** cinema
☒	**C** music
☒	**D** sport

(Total for Question 2 = 3 marks)

Part time jobs

3 You hear your Russian friends talking about their part time jobs.

What do they say?

Listen to the recording and put a cross ☒ next to each one of the **three** correct statements.

		Ivan	Tanya	Kolya
Example	I work every Saturday	☒	☐	☐
A	I work in a shop	☐	☐	☐
B	I like my job – the hours are good	☐	☐	☐
C	I help in the family business	☐	☐	☐
D	I don't earn enough money	☐	☐	☐
E	I am bored at work	☐	☐	☐
F	I work evenings	☐	☐	☐
G	I work in a hotel	☐	☐	☐

(Total for Question 3 = 3 marks)

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A school trip

4 Boris and Rita are telling you what their friends hope to do during their school exchange visit to the UK.

Listen to the recording and put a cross ☒ in each one of the **three** correct boxes.

		Masha	Andrei	Lena
Example	visit a museum	☒	☐	☐
A	go to an exhibition	☐	☐	☐
B	enjoy a typically English meal	☐	☐	☐
C	see a show	☐	☐	☐
D	watch some sport	☐	☐	☐
E	do some shopping	☐	☐	☐
F	go to a classical concert	☐	☐	☐
G	visit a circus	☐	☐	☐

(Total for Question 4 = 3 marks)

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A social event

5 Polina leaves a telephone message for you about an event she has organised.

What does she say?

Listen to the recording and answer the following questions in **English**.

(a) On which day will the event take place?

(1)

.....

(b) Apart from a meal, what else has been organised?

(1)

.....

(c) What should you wear along with a t-shirt?

(1)

.....

(d) Where does she suggest meeting?

(1)

.....

(Total for Question 5 = 4 marks)

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A national festival

6 Nadya is talking about one of her favourite festivals.

What does she say?

Complete the sentences. Use the correct word or phrase from the box.

winter	dance	streets	pancakes
sing	pies	squares	summer

(a) This festival takes place every ..... on the town

squares .

(1)

(b) People can ..... and buy

..... .

(2)

(Total for Question 6 = 3 marks)

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The Internet

7 Irina is talking about using the Internet.

What does she do online?

Listen to the recording and put a cross ☒ in each one of the **three** correct boxes

☒	**Example** plays games
☐	**A** posts photos
☐	**B** researches homework
☐	**C** talks with friends
☐	**D** watches films
☐	**E** downloads music
☐	**F** shopping
☐	**G** sends emails

(Total for Question 7 = 3 marks)

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A holiday survey

8 Some young Russians were interviewed for a magazine about their holiday preferences.

Listen to the report and answer the following questions in **English**.

(a) Where do young people prefer to holiday?

(1)

.....

(b) What kind of accommodation do they prefer?

(1)

.....

(c) With whom do the majority want to spend their holiday?

(1)

.....

(Total for Question 8 = 3 marks)

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An open event

9 You hear an advert on local radio while staying in Russia.

Listen to the recording and complete the sentences by putting a cross ☒ in the correct box for each question.

Example: The university is in…

☒	**A** St Petersburg
☐	**B** Tambov
☐	**C** Novgorod
☐	**D** Vyborg

(i) The advertisement is aimed at…

☐	**A** university students
☐	**B** school leavers
☐	**C** foreign students
☐	**D** teachers

(ii) The advertisement is of particular interest to future…

☐	**A** scientists
☐	**B** engineers
☐	**C** lawyers
☐	**D** architects

(iii) The event will be…

☐	**A** in the morning
☐	**B** in the afternoon
☐	**C** in the evening
☐	**D** all day

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(iv) You are given information about…

☒	**A** getting there
☒	**B** contacts
☒	**C** meals availability
☒	**D** accommodation

(Total for Question 9 = 4 marks)

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Weather forecast

10 You hear the weather forecast for the area of Russia you are staying in.

Listen to the forecast and answer the following questions in **English**.

(a) What date is the forecast for?

(1)

.....

(b) Where is it going to rain in the morning?

(1)

.....

(c) What is the temperature in the East of the region?

(1)

.....

(d) What does the weatherman suggest you do in that area? Give **one** example.

(1)

.....

(Total for Question 10 = 4 marks)

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School life

11 Nikita talking about his school in Omsk.

What does he mention?

Listen to the recording and put a cross ☒ in each one of the **three** correct boxes

☒	**Example** size of his school
☐	**A** location of his school
☐	**B** teachers
☐	**C** timing of his lessons
☐	**D** after school activities
☐	**E** school uniform
☐	**F** school meals
☐	**G** travel abroad

(Total for Question 11 = 3 marks)

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Natalya Vodyanova

12 You hear an online report about the Russian model Natalya Vodyanova.

Listen to the report and answer the following questions **in English**.

(a) How old is Natalya?

(1)

.....

(b) What nationality is her husband?

(1)

.....

(c) Who exactly benefits from her charity work? Give **two** details.

(2)

.....

.....

(Total for Question 12 = 4 marks)

TOTAL FOR SECTION A = 40 MARKS

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SECTION B

Мой город

13 София говорит о городе.

Поставьте пропущенные слова в подходящие места. Внимание! Не все слова нужны.

мало	скучный	далеко	магазины
недалеко	севере	рестораны	спектакли
маленький	танцы	юге	много

Пример: София живёт на **юге** России.

(a) Её город ..... .

(1)

(b) В центре города есть хорошие ..... .

(1)

(c) Вечером можно ходить на ..... .

(1)

(d) Летом в городе живёт ..... туристов.

(1)

(e) Чёрное море ..... от города.

(1)

(Total for Question 13 = 5 marks)

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Папа вспоминает школу

14 Папа вспоминает школу и друзей в России.

Выберите одно из следующих слов: **ленивый, добрый, трудолюбивый, пессимистичный.** Можно поставить одно слово несколько раз.

Пример: Антон был **пессимистичный**

(a) Глеб был ..... .

(1)

(b) Федя был ..... .

(1)

(c) Шура не был ..... .

(1)

(d) Андрей всегда был ..... .

(1)

(e) Филипп часто был ..... .

(1)

(Total for Question 14 = 5 marks)

TOTAL FOR SECTION B = 10 MARKS
TOTAL FOR PAPER = 50 MARKS

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GCSE Russian Foundation tier

Paper 1 Mark scheme

There are no marks for quality of language or spelling in this paper, therefore errors in the Russian script will be tolerated as long as the message is not ambiguous and it does not prevent communication. Such errors include where a candidate has mis-copied a Russian word or name.

SECTION A

Question number	Answer	Mark
1	B, C, E	**(3)**

Question number	Answer	Mark
2(i)	C	**(1)**

Question number	Answer	Mark
2(ii)	A	**(1)**

Question number	Answer	Mark
2(iii)	D	**(1)**

Question number	Answer	Mark
3 (Ivan)	C	**(1)**

Question number	Answer	Mark
3 (Tanya)	E	**(1)**

Question number	Answer	Mark
3 (Kolya)	G	**(1)**

Question number	Answer	Mark
4 (Masha)	C	**(1)**

Question number	Answer	Mark
4 (Andrei)	D	**(1)**

Question number	Answer	Mark
4 (Lena)	F	**(1)**

Question number	Answer	Reject	Mark
5(a)	Friday		**(1)**

Question number	Answer	Reject	Mark
5(b)	(a) disco		**(1)**

Question number	Answer	Reject	Mark
5(c)	jeans		**(1)**

Question number	Answer	Reject	Mark
5(d)	metro/underground/tube (station)	7 o'clock	**(1)**

Question number	Answer	Reject	Mark
6(a)	winter		**(1)**

Question number	Answer	Mark
6(b)	dance (1) pancakes (1)	**(2)**

Question number	Answer	Mark
7	B, C, F	**(3)**

Question number	Answer	Reject	Mark
8(a)	Any **one** of the following: (near a) lake (1) in the south (1)		**(1)**

Question number	Answer	Reject	Mark
8(b)	Any **one** of the following: tent(s) (1) under canvas (1) camping /campsite (1)		**(1)**

Question number	Answer	Reject	Mark
8(c)	family		**(1)**

Question number	Answer	Mark
9(i)	B	**(1)**

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Question number	Answer	Mark
9(ii)	A	**(1)**

Question number	Answer	Mark
9(iii)	C	**(1)**

Question number	Answer	Mark
9(iv)	A	**(1)**

Question number	Answer	Reject	Mark
10(a)	6 May		**(1)**

Question number	Answer	Reject	Mark
10(b)	(in the) North		**(1)**

Question number	Answer	Reject	Mark
10(c)	23 (degrees)		**(1)**

Question number	Answer	Reject	Mark
10(d)	Any **one** of the following: buy an ice-cream (1) sit on the beach (1)		**(1)**

Question number	Answer	Mark
11	B, D, G	**(3)**

Question number	Answer	Reject	Mark
12(a)	34 (years old)	15 (years old)	**(1)**

Question number	Answer	Reject	Mark
12(b)	Any **one** of the following: English/British (1) from England/the UK (1) Englishman (1)		**(1)**

Question number	Answer	Reject	Mark
12(c)	(poor) children (1) who want to do sport (1)		**(2)**

SECTION B

Question number	Answer	Mark
13(a)	МАЛЕНЬКИЙ	(1)

Question number	Answer	Mark
13(b)	РЕСТОРАНЫ	(1)

Question number	Answer	Mark
13(c)	СПЕКТАКЛИ	(1)

Question number	Answer	Mark
13(d)	МНОГО	(1)

Question number	Answer	Mark
13(e)	НЕДАЛЕКО	(1)

Question number	Answer	Mark
14(a)	ЛЕНИВЫЙ	(1)

Question number	Answer	Mark
14(b)	ТРУДОЛЮБИВЫЙ	(1)

Question number	Answer	Mark
14(c)	ПЕССИМИСТИЧНЫЙ	(1)

Question number	Answer	Mark
14(d)	ДОБРЫЙ	(1)

Question number	Answer	Mark
14(e)	ЛЕНИВЫЙ	(1)

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Russian

Paper 2: Speaking in Russian
General instructions to the teacher

Foundation tier

Sample assessment material for first teaching September 2017

Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2F

You do not need any other materials.

General instructions to the teacher conducting the assessment

- The examination is made up of **three** tasks.
- The tasks **must** be conducted in the following order: role play, picture-based task, conversation.
- The total examination will last between 7 to 9 minutes.
- Candidates must be allowed 12 minutes' preparation time under supervised conditions to prepare for the role play and the picture-based task.
- The preparation time must be immediately before the examination time.
- The preparation time must be used only to study the stimuli provided. It is **not** to be used to prepare for the conversation (Task 3).
- Candidates can make notes of up to a maximum of one side of A4 paper to cover **both** Task 1 and Task 2. Candidates must not read out whole, prepared sentences in answer to questions.
- Candidates may refer to their notes during Task 1 and Task 2 **only**.
- Candidates must **not** write on the stimuli.
- Candidates must **not** have access to a dictionary or any other resource, including a mobile phone, during the preparation and examination time.
- Candidates must return their notes and the stimuli after completing Task 2 but **before** starting Task 3.

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General instructions to the teacher conducting the assessment (continued)

- Any notes made during the preparation time must be kept by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.
- It is the teacher's responsibility to cover all parts of each task to ensure that the candidate is able to access the maximum amount of marks available.
- Teachers must use the *Sequencing grid* provided by Pearson for the allocation of the role-play stimulus card, picture-based stimulus card and the second theme for the conversation. This grid has been designed to help ensure each candidate covers a broad range of themes from the specification.
- The subject matter of the stimulus cards should not cause distress to the candidate. The teacher needs to decide in advance of the examination if any distress might be caused. If any of the cards are likely to cause distress to the candidate, then the teacher must offer the card from the next row of the sequencing grid.

The speaking assessment will begin with the role play. The role-play theme will be allocated by Pearson using the sequencing grid.

Task 1: Role play

- The role play is recommended to last between one to one-and-a-half minutes.
- The purpose of the role play is to assess communication through understanding and responding, including the ability to ask questions and use the correct register.
- The set questions and comments must be asked as they are presented.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.

At the end of the role play, the speaking assessment will next move to the picture-based task. The picture-based task theme will be allocated by Pearson using the sequencing grid.

Task 2: Picture-based task

- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The purpose of the picture-based task is to assess communication though exchanging opinions, providing descriptions, and narrating events.
- The set questions and comments must be asked as they are presented.
- There must be no re-phrasing. The questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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At the end of the picture-based task, the speaking assessment will move to the conversation.

The conversation is in **two** parts, each covering a separate theme.

For Part 1, the candidate will select one topic from one theme in advance.

For Part 2, a separate theme will be allocated by Pearson using the sequencing grid.

Task 3: Conversation

- The whole conversation (Parts 1 and 2) is recommended to last between three-and-a-half to four-and-a-half minutes.
- The purpose of the conversation task is to assess the ability to develop conversations and discussions, including giving opinions. Candidates must initiate the conversation.
- An equal amount of time must be allocated to each of the two themes.

Conversation Part 1

- This part of the conversation opens with the first topic chosen by the candidate. The topic is drawn from any one of the five themes listed in the specification. The candidate may choose to focus on any aspect(s) of the chosen topic as each has a number of different features.
- This topic must be selected by the candidate no later than two weeks before the date of assessment.
- To enable them to make a confident start, allow the candidate to state their chosen aspect(s) from their nominated topic and to talk about this aspect/these aspects for up to one minute.
- The conversation must continue on the chosen topic and may extend to other topics within the same theme if necessary to ensure that candidates use the recommended time for this task most effectively.

Conversation Part 2

- For each candidate, there is a choice of two themes on the sequencing grid.
- Part 2 **must** cover a different theme to Part 1 and the teacher must use the sequencing grid to determine the theme.
- This part of the conversation task may focus on one or more topics from the selected theme if necessary to ensure that candidates use the recommended time for this task most effectively.
- Throughout the conversation in order to facilitate a genuine and spontaneous interaction, the nature of questions should enable candidates to:
  - answer questions freely, in turn allowing them to produce extended sequences of speech
  - develop conversations and discussions
  - give and justify own thoughts and opinions
  - refer to past, present and future events.

GCSE Russian Foundation Tier

Please use the sequencing grid below in arranging and conducting speaking assessments.

For example:

Candidate 1 Foundation tier

- Role play FR5
- Picture card FP7
- Conversation 1: (Student-selected) Theme 1
- Conversation 2: Theme 2 OR Theme 5

If Candidate 1 has selected Theme 3 for Task 3 – Conversation 1, refer to the next position in the grid – i.e. Candidate 2

Where consecutive candidates select the same theme for Task 3 – Conversation 1 (e.g. Theme 2) move onto the subsequent Theme 2 sequence for each candidate.

For example:

1st candidate:	Candidate 1 grid
2nd candidate:	Candidate 3 grid
3rd candidate:	Candidate 4 grid
4th candidate:	Candidate 6 grid
5th candidate:	Candidate 7 grid

The candidate selection of theme and topic for Conversation 1 is known in advance of the speaking assessment. Please arrange and conduct assessments as per the prescribed sequence, based upon the Conversation 1 theme.

If conducting more than 10 tests in a day, return to the beginning of the sequence after the 10th candidate.

If conducting tests on more than one day, start each new day at the beginning of the sequence.

Themes:

Theme 1 – Identity and Culture
Theme 2 – Local area, holiday and travel
Theme 3 – School
Theme 4 – Future aspirations, work and study
Theme 5 – International and global dimension

Sample sequencing grid

Candidate Order	Task 1	Task 2	Task 3	
	Pearson Allocated	Pearson Allocated	Candidate Selection*	Teacher Selection
	Role Play	Picture Based	Conversation 1	Conversation 2
Candidate 1	FR5 (Theme 3)	FP7 (Theme 4)	Theme 1	Theme 2 OR Theme 5
		FP9 (Theme 5)	Theme 2	Theme 1 OR Theme 4
		FP1 (Theme 1)	Theme 4	Theme 2 OR Theme 5
		FP3 (Theme 2)	Theme 5	Theme 1 OR Theme 4
Candidate 2	FR1 (Theme 2)	FP5 (Theme 3)	Theme 1	Theme 4 OR Theme 5
		FP2 (Theme 1)	Theme 3	Theme 4 OR Theme 5
		FP10 (Theme 5)	Theme 4	Theme 1 OR Theme 3
		FP8 (Theme 4)	Theme 5	Theme 1 OR Theme 3
Candidate 3	FR8 (Theme 4)	FP4 (Theme 2)	Theme 1	Theme 3 OR Theme 5
		FP9 (Theme 5)	Theme 2	Theme 1 OR Theme 3
		FP1 (Theme 1)	Theme 3	Theme 2 OR Theme 5
		FP6 (Theme 3)	Theme 5	Theme 1 OR Theme 2
Candidate 4	FR2 (Theme 1)	FP8 (Theme 4)	Theme 2	Theme 3 OR Theme 5
		FP3 (Theme 2)	Theme 3	Theme 4 OR Theme 5
		FP9 (Theme 5)	Theme 4	Theme 2 OR Theme 3
		FP5 (Theme 3)	Theme 5	Theme 2 OR Theme 4
Candidate 5	FR6 (Theme 2)	FP9 (Theme 5)	Theme 1	Theme 3 OR Theme 4
		FP1 (Theme 1)	Theme 3	Theme 4 OR Theme 5
		FP6 (Theme 3)	Theme 4	Theme 1 OR Theme 5
		FP7 (Theme 4)	Theme 5	Theme 1 OR Theme 3

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Candidate 6	FR10 (Theme 4)	FP10 (Theme 5)	Theme 1	Theme 2 OR Theme 3
		FP5 (Theme 3)	Theme 2	Theme 1 OR Theme 5
		FP3 (Theme 2)	Theme 3	Theme 1 OR Theme 5
		FP2 (Theme 1)	Theme 5	Theme 2 OR Theme 3
Candidate 7	FR9 (Theme 3)	FP8 (Theme 4)	Theme 1	Theme 2 OR Theme 5
		FP10 (Theme 5)	Theme 2	Theme 1 OR Theme 4
		FP2 (Theme 1)	Theme 4	Theme 2 OR Theme 5
		FP4 (Theme 2)	Theme 5	Theme 1 OR Theme 4
Candidate 8	FR3 (Theme 4)	FP3 (Theme 2)	Theme 1	Theme 3 OR Theme 5
		FP9 (Theme 5)	Theme 2	Theme 1 OR Theme 3
		FP2 (Theme 1)	Theme 3	Theme 2 OR Theme 5
		FP5 (Theme 3)	Theme 5	Theme 1 OR Theme 2
Candidate 9	FR4 (Theme 1)	FP6 (Theme 3)	Theme 2	Theme 4 OR Theme 5
		FP7 (Theme 4)	Theme 3	Theme 2 OR Theme 5
		FP10 (Theme 5)	Theme 4	Theme 2 OR Theme 3
		FP4 (Theme 2)	Theme 5	Theme 3 OR Theme 4
Candidate 10	FR7 (Theme 2)	FP7 (Theme 4)	Theme 1	Theme 3 OR Theme 5
		FP1 (Theme 1)	Theme 3	Theme 4 OR Theme 5
		FP9 (Theme 5)	Theme 4	Theme 1 OR Theme 3
		FP6 (Theme 3)	Theme 5	Theme 1 OR Theme 4

*** Arrows show the order that tasks must take place but sequencing is driven by the topic that the student has selected, ie column 'Candidate Selection.'**

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Russian

Paper 2: Speaking in Russian
Task 1: Role play
Instructions to the candidate

Foundation tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FR1

Topic: Travel and tourist transactions

Instructions to candidates:

You are in a tourist information office in Russia with your family talking about your visit to the town. The teacher will play the role of the employee and will speak first.

You must address the employee as **Вы**.

You will talk to the teacher using the five prompts below.

- where you see - **?** - you must ask a question
- where you see - **!** - you must respond to something you have not prepared

Task

В бюро туризма в русском городе с Вашей семьёй . Вы говорите о Ваших каникулах в России.

1. Достопримечательности - какие
2. Где в городе живёте
3. **!**
4. Этот город - почему
5. **?** Рестораны - информация

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Russian

Paper 2: Speaking in Russian
Task 1: Role play
Instructions to the teacher

Foundation tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.

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STIMULUS FR1

Topic: Travel and tourist transactions

Instructions to teacher:

- **Address the candidate as *Вы***
- **The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.**

Begin the role play with the following introduction:

В бюро туризма в русском городе с Вашей семьёй. Вы говорите о ваших каникулах в России.

1	***Как Вам помочь****?* Allow the candidate to say which visit they would like to make.
2	***Где Вы живёте в городе?*** Allow the candidate to say where they are staying here.
3	**!** ***Что Вы любите делать****?* Allow the candidate to say what they like to do.
4	***Почему Вы в этом городе****?* Allow the candidate to say why they are in this town. ***Хорошо***.
5	**?** Allow the candidate to ask for information about restaurants. *Give an appropriate brief response.*

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Russian

Paper 2: Speaking in Russian
Task 1: Role play
Instructions to the candidate

Foundation tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FR2

Topic: Daily life

Instructions to candidates:

You are in a clothes shop in Russia when on holiday with your family. The teacher will play the role of the sales assistant and will speak first.

You must address the sales assistant as **Вы**.

You will talk to the teacher using the five prompts below.

- where you see - **?** - you must ask a question
- where you see - **!** - you must respond to something you have not prepared

Task

Вы на каникулах в России. Вы в магазине одежды. Вы говорите с продавцом/продавщицей.

1. Какую одежду
2. Одежда - описать
3. **!**
4. Почему покупаете
5. **?** Одежда – другой цвет

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Russian

Paper 2: Speaking in Russian
Task 1: Role play
Instructions to the teacher

Foundation tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.

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STIMULUS FR2

Topic: Daily life

Instructions to teacher:

- **Address the candidate as *Вы***
- **The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.**

Begin the role play with the following introduction:

Вы на каникулах в России. Вы в магазине одежды. Вы говорите с продавцом/продавщицей.

1	***Здравствуйте. Как Вам помочь?*** Allow the candidate to say which article(s) of clothing they are looking for.
2	***Какой/Какую (name the item of clothing)… Вы хотите?*** Allow the candidate to describe the item of clothing they want.
3	**!** ***Сколько денег Вы хотите платить?*** Allow the candidate to say how much they would like to spend.
4	***Почему Вы покупаете (name the item of clothing)?*** Allow the candidate to say what occasion the item of clothing is for. ***Понятно.***
5	**?** Allow the candidate to ask about another colour of the clothing. *Give an appropriate brief response.*

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Russian

Paper 2: Speaking in Russian
Task 1: Role play
Instructions to the candidate

Foundation tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FR3

Topic: Using languages beyond the classroom

Instructions to candidates:

A hotel in your area attracts lots of Russian tourists during the summer. You are asking for a holiday job there and the manager tests your Russian. The teacher will play the role of the hotel manager and will speak first.

You must address the hotel manager as **Вы**.

You will talk to the teacher using the five prompts below.

- where you see - **?** - you must ask a question
- where you see - **!** - you must respond to something you have not prepared

Task

Вы хотите работать летом в гостинице в Вашем районе. Вы говорите с менеджером.

1. В гостинице - почему
2. Какую работу
3. **!**
4. Ваши интересы
5. **?** Когда начинаться

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Russian

Paper 2: Speaking in Russian
Task 1: Role play
Instructions to the teacher

Foundation tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.

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STIMULUS FR3

Topic: Using languages beyond the classroom

Instructions to teacher:

- **Address the candidate as *Вы***
- **The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.**

Begin the role play with the following introduction:

Вы хотите работать летом в гостинице в Вашем районе. Вы говорите с менеджером.

1	***Здравствуйте. Как Вам помочь ?*** Allow the candidate to say why they have come to the hotel.
2	***Какую работу Вы хотите ?*** Allow the candidate to say which sort of work they want.
3	**!** ***Сколько времени Вы хотите работать*?** Allow the candidate to say how long they want to work for.
4	***Скажите мне о Ваших интересах***. Allow the candidate to tell you about their interests. ***Это очень хорошо.***
5	**?** Allow the candidate to ask you when they can start work. *Give an appropriate brief response.*

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Russian

Paper 2: Speaking in Russian
Task 1: Role play
Instructions to the candidate

Foundation tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FR4

Topic: Who am I?

Instructions to candidates:

You are staying with a Russian family. You are talking about your friend with a young member of the family. The teacher will play the role of the Russian family member and will speak first.

You must address the Russian family member as **ты**.

You will talk to the teacher using the five prompts below.

- where you see - **?** - you must ask a question
- where you see - **!** - you must respond to something you have not prepared

Task

Ты живёшь у русской семьи. Ты говоришь о твоём друге/твоей подруге с молодым членом семьи.

1. Лучший друг– описать
2. Твой друг – день рождения
3. **!**
4. Что ты делаешь с другом
5. **?** Друг - имя

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Russian

Paper 2: Speaking in Russian
Task 1: Role play
Instructions to the teacher

Foundation tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.

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STIMULUS FR4

Topic: Who am I?

Instructions to teacher:

- **Address the candidate as *ты***
- **The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.**

Begin the role play with the following introduction:

Ты живёшь у русской семьи. Ты говоришь о твоём друге/твоей подруге с молодым членом семьи.

1	***Опиши лучшего друга / лучшую подругу.*** Allow the candidate to describe their best friend.
2	***Когда у него/неё день рождения?*** Allow the candidate to say when their friend's birthday is.
3	**!** ***Как часто ты видишь друга/подругу****?* Allow the candidate to say how often they see their friend.
4	***Что ты любишь делать с другом/ подругой****?* Allow the candidate to say what activities they do together. ***Интересно****.*
5	**?** Allow the candidate to ask the name of your friend. *Give an appropriate brief response.*

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Russian

Paper 2: Speaking in Russian
Task 1: Role play
Instructions to the candidate

Foundation tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FR5

Topic: What school is like

Instructions to candidates:

You are talking to a Russian student about your school. The teacher will play the role of the student and will speak first.

You must address the student as **ты**.

You will talk to the teacher using the five prompts below.

- where you see - **?** - you must ask a question
- where you see - **!** - you must respond to something you have not prepared

Task

Ты говоришь с русским учеником в твоей школе.

1. Класс – сколько человек
2. Русский язык – что ты думаешь
3. **!**
4. Столовая – мнение
5. **?** Русская школа – кончаться

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Russian

Paper 2: Speaking in Russian
Task 1: Role play
Instructions to the teacher

Foundation tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.

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STIMULUS FR5

Topic: What school is like

Instructions to teacher:

- **Address the candidate as *ты***
- **The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.**

Begin the role play with the following introduction:

Ты говоришь с русским учеником в твоей школе.

1	***Сколько учеников в твоём классе?*** Allow the candidate to say how large their class is.
2	***Что ты думаешь о русском языке?*** Allow the candidate to give their opinion of Russian.
3	**!** ***Как часто ты занимаешься спортом?*** Allow the candidate to say how often they have sport.
4	***Что ты думаешь о столовой?*** Allow the candidate to say what they think about the canteen. ***Хорошо***.
5	**?** Allow the candidate to ask you when school ends. *Give a brief appropriate response.*

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Russian

Paper 2: Speaking in Russian
Task 1: Role play
Instructions to the candidate

Foundation tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FR6

Topic: Town, region and country

Instructions to candidates:

You are planning a bus trip around the sights of St. Petersburg with your exchange partner. The teacher will play the role of the exchange partner and will speak first.

You must address your exchange partner as **ты**.

You will talk to the teacher using the five prompts below.

- where you see - **?** - you must ask a question
- where you see - **!** - you must respond to something you have not prepared

Task

Ты хочешь ехать на экскурсию на автобусе с русским другом.

1. Экскурсия на автобусе - куда хочешь
2. Экскурсия на автобусе – час
3. **!**
4. Санкт Петербург – что ты думаешь
5. **?** Экскурсия на автобусе – цена

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Russian

Paper 2: Speaking in Russian
Task 1: Role play
Instructions to the teacher

Foundation tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.

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STIMULUS FR6

Topic: Town, region and country

Instructions to teacher:

- **Address the candidate as *ты***
- **The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.**

Begin the role play with the following introduction:

Ты хочешь ехать на экскурсию на автобусе с русским другом.

1	***Куда ты хочешь ехать сегодня?*** Allow the candidate to say where they wish to go on the bus.
2	***В котором часу ты хочешь поехать?*** Allow the candidate to say what time they wish to make the trip.
3	**!** ***Где ты хочешь обедать?*** Allow the candidate to say what they want to do at lunchtime.
4	***Что ты думаешь о нашем городе?*** Allow the candidate to give their opinion of St Petersburg. ***Хорошо***
5	**?** Allow the candidate to ask the cost of the trip. *Give an appropriate brief response.*

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Russian

Paper 2: Speaking in Russian
Task 1: Role play
Instructions to the candidate

Foundation tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FR7

Topic: Holidays

Instructions to candidates

You are on a sports holiday in Russia and would like to book some lessons. The teacher will play the role of the holiday rep and will speak first.

You must address the holiday rep as **Вы**.

You will talk to the teacher using the five prompts below.

- where you see - **?**- you must ask a question
- where you see - **!** - you must respond to something you have not prepared

Task

Вы на спортивных каникулах в России и Вы хотите заказать уроки.

1. Урок – какой вид спорта
2. Первый урок – час
3. **!**
4. Эти спортивные каникулы – мнение
5. **?** Клуб – где

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Russian

Paper 2: Speaking in Russian
Task 1: Role play
Instructions to the teacher

Foundation tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.

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STIMULUS FR7

Topic: Holidays

Instructions to teacher:

- **Address the candidate as *Вы*.**
- **The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.**

Begin the role play with the following introduction:

Вы на спортивных каникулах в России и Вы хотите заказать уроки.

1	***Как Вам помочь?*** Allow the candidate to say which activity they want to book lessons for.
2	***В котором часу Вы хотите заказать первый урок?*** Allow the candidate to say for what time they wish to book the first lesson.
3	**!** ***Где Вы живёте в России?*** Allow the candidate to say where they are staying (in Russia).
4	***Что Вы думаете об этих спортивных каникулах?*** Allow the candidate to give their opinion of the sports holiday. ***Понятно*.**
5	**?** Allow the candidate to ask you where the sports club is situated. *Give an appropriate brief response.*

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Russian

Paper 2: Speaking in Russian
Task 1: Role play
Instructions to the candidate

Foundation tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FR8

Topic: Ambitions

Instructions to candidates:

You want work as a volunteer at a local Russian cultural club on Saturdays. The teacher will play the role of the organiser and will speak first.

You must address the organiser as **Вы**.

You will talk to the teacher using the five prompts below.

- where you see - **?** - you must ask a question
- where you see - **!** - you must respond to something you have not prepared

Task

Вы хотите работать волонтёром по субботам в местном русском клубе. Вы говорите с организатором.

1. Работа по субботам – мнение
2. Работать волонтёром – почему
3. **!**
4. Школьные предметы - описать
5. **?** Начинаться – когда

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Russian

Paper 2: Speaking in Russian
Task 1: Role play
Instructions to the teacher

Foundation tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.

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STIMULUS FR8

Topic: Ambitions

Instructions to teacher:

- **Address the candidate as *Вы***
- **The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.**

Begin the role play with the following introduction:

Вы хотите работать волонтёром по субботам в местном русском клубе. Вы говорите с организатором.

1	***Что Вы думаете о работе по субботам?*** Allow the candidate to say what they think of working on Saturdays.
2	***Почему Вы хотите работать волонтёром?*** Allow the candidate to say why they want to work as a volunteer.
3	**!** ***Сколько времени Вы хотите работать?*** Allow the candidate to say how much time they can give.
4	***Скажите о том, что Вы изучаете.*** Allow the candidate to say what they are studying. ***Спасибо***. ***Это интересно***.
5	**?** Allow the candidate to ask you when they can start work. *Give an appropriate brief response.*

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Russian

Paper 2: Speaking in Russian
Task 1: Role play
Instructions to the candidate

Foundation tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FR9

Topic: School activities

Instructions to candidates:

You are talking to your Russian exchange partner who is staying with you about an excursion. The teacher will play the part of the Russian friend and will speak first.

You must address your Russian friend as **ты**.

You will talk to the teacher using the five prompts below.

- where you see - **?** - you must ask a question
- where you see - **!** - you must respond to something you have not prepared

Task

Ты в доме русского друга/русской подруги. Ты говоришь об экскурсии с другом / подругой.

1. Экскурсия – какая
2. **!**
3. Экскурсия – почему
4. Обед – планы
5. **?** Школьный обмен - мнение

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Russian

Paper 2: Speaking in Russian
Task 1: Role play
Instructions to the teacher

Foundation tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.

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STIMULUS FR9

Topic: School activities

Instructions to teacher:

- **Address the candidate as *ты***
- **The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.**

Begin the role play with the following introduction:

Ты в доме русского друга/русской подруги. Ты говоришь об экскурсии с другом/подругой.

1	***Мы едем на какую экскурсию сегодня?*** Allow the candidate to say what the excursion is.
2	**!** ***В котором часу мы едем?*** Allow the candidate to give departure times.
3	***Почему мы едем туда?*** Allow the candidate to justify the choice of visit.
4	***Какие планы на обед?*** Allow the candidate to say what they will do for lunch. ***Хорошо.***
5	**?** Allow the candidate to ask you what you think of the school exchange. *Give an appropriate brief response.*

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Russian

Paper 2: Speaking in Russian
Task 1: Role play
Instructions to the candidate

Foundation tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FR10

Topic: Using languages beyond the classroom

Instructions to candidates:

You want to work in summer in a Russian restaurant near where you live and you talk to the manager.

The teacher will play the role of the restaurant owner and will speak first.

You must address the manager as **Вы**.

You will talk to the teacher using the five prompts below.

- where you see - **?** - you must ask a question
- where you see - **!** - you must respond to something you have not prepared

Task

Вы хотите работать летом в русском ресторане в Вашем районе и Вы говорите с директором.

1. Работа там – сколько времени
2. **!**
3. Работа в этом ресторане – почему
4. Интересы
5. **?** Работа – деньги

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Russian

Paper 2: Speaking in Russian
Task 1: Role play
Instructions to the teacher

Foundation tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.

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STIMULUS FR10

Topic: Using languages beyond the classroom

Instructions to teacher:

- **Address the candidate as *Вы***
- **The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.**

Begin the role play with the following introduction:

Вы хотите работать летом в русском ресторане в Вашем районе. Вы говорите с директором.

1	***Сколько времени Вы хотите работать?*** Allow the candidate to say how long they want to work there.
2	**!** ***Где Вы живёте?*** Allow the candidate to say whereabouts they live.
3	***Почему Вы хотите работать в этом ресторане?*** Allow the candidate to say why they want to work in the restaurant.
4	***Какие у Вас интересы?*** Allow the candidate to describe their interests. ***Очень хорошо.***
5	**?** Allow the candidate to ask you about the salary. *Give an appropriate brief response.*

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Russian

Paper 2: Speaking in Russian
Task 2: Picture-based task
Instructions to the candidate

Foundation tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FP1

Topic: Cultural life



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Посмотри на фотографию и ответь на следующие пункты:

- описать фотографию
- что ты думаешь о фестивалях
- описать, когда ты был(а) на фестивале в прошлом
- что ты будешь делать на день рождения
- какую музыку ты любишь на вечеринке

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Russian

Paper 2: Speaking in Russian
Task 2: Picture-based task
Instructions to the teacher

Foundation tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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STIMULUS FP1

Topic: Cultural life



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1. Опиши эту фотографию.

   [Что-нибудь ещё?]

2. Я думаю, что фестивали очень важные. Что ты думаешь?

   [Почему (нет)? / Что-нибудь ещё?]

3. Опиши, когда ты был(а) на фестивале в прошлом.

   [Что-нибудь ещё?]

4. Что ты будешь делать на день рождения в этом году?

   [Почему / Что-нибудь ещё?]

5. Какую музыку ты любишь на вечеринке?

   [Почему / Что-нибудь ещё?]

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Russian

Paper 2: Speaking in Russian
Task 2: Picture-based task
Instructions to the candidate

Foundation tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FP2

Topic: Daily life



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Посмотри на фотографию и ответь на следующие пункты:

- описать фотографию
- что ты думаешь о мобильных телефонах
- как ты пользовался /пользовалась компьютером в школе
- как ты будешь пользоваться технологией в будущем
- что ты думаешь об интернете

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Russian

Paper 2: Speaking in Russian
Task 2: Picture-based task
Instructions to the teacher

Foundation tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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STIMULUS FP2

Topic: Daily life



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1. Опиши эту фотографию.

   [Что-нибудь ещё?]

2. Я люблю мой мобильный телефон. Что ты думаешь?

   [Почему (нет)? / Что-нибудь ещё?]

3. Скажи мне, как ты пользовался/пользовалась компьютером в школе недавно.

   [Ещё?]

4. Как ты будешь пользоваться технологией в будущем?

   [Почему? / Что-нибудь ещё?]

5. Что ты думаешь об интернете?

   [Почему (нет)? / Что-нибудь ещё?]

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Russian

Paper 2: Speaking in Russian
Task 2: Picture-based task
Instructions to the candidate

Foundation tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FP3

Topic: Holidays



(Source: © Agencja Fotograficzna Caro / Alamy Stock Photo)

Посмотри на фотографию и ответь на следующие пункты:

- описать фотографию
- что ты думаешь о каникулах в других странах
- что ты делал(а) на каникулах в прошлом
- что ты будешь делать на летних каникулах в этом году
- ты больше любишь каникулы с друзьями или с семьёй

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Russian

Paper 2: Speaking in Russian
Task 2: Picture-based task
Instructions to the teacher

Foundation tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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Pearson

STIMULUS FP3

Topic: Holidays



(Source: © Agencja Fotograficzna Caro / Alamy Stock Photo)

1. Опиши эту фотографию.

   [Что-нибудь ещё?]

2. Я очень люблю ездить на каникулы в другие страны. Что ты думаешь?

   [Почему (нет)? / Что-нибудь ещё?]

3. Что ты делал(а) на каникулах в прошлом?

   [Что-нибудь ещё?]

4. Куда ты поедешь на каникулы в этом году?

   [Почему? / Что-нибудь ещё?]

5. Ты больше любишь проводить каникулы с друзьями или с семьёй?

   [Почему (нет)? / Что-нибудь ещё?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Russian

Paper 2: Speaking in Russian
Task 2: Picture-based task
Instructions to the candidate

Foundation tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FP4

Topic: Town, region and country



(Source: © Hemis / Alamy Stock Photo)

Посмотри на фотографию и ответь на следующие пункты:

- описать фотографию
- что ты думаешь о городах
- что ты делал(а) недавно там, где ты живёшь
- город, куда ты хочешь поехать в будущем
- что ты думаешь о магазинах, там где ты живёшь.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Russian

Paper 2: Speaking in Russian
Task 2: Picture-based task
Instructions to the teacher

Foundation tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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STIMULUS FP4

Topic: Town, region and country



(Source: © Hemis / Alamy Stock Photo)

1. Опиши эту фотографию.

   [Что-нибудь ещё?]

2. Я очень люблю города. Что ты думаешь?

   [Почему (нет)? / Что-нибудь ещё?]

3. Что ты делал(а) недавно там, где ты живёшь?

   [Ещё?]

4. В какой город ты хочешь поехать в будущем?

   [Почему? / Что-нибудь ещё?]

5. Что ты думаешь о магазинах, там где ты живёшь?

   [Почему (нет)? / Что-нибудь ещё?]

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Russian

Paper 2: Speaking in Russian
Task 2: Picture-based task
Instructions to the candidate

Foundation tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FP5

Topic: What school is like



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Посмотри на фотографию и ответь на следующие пункты:

- описать фотографию
- что ты думаешь о школьной форме
- что ты делал(а) в школе на прошлой неделе
- что ты будешь изучать в школе в следующем году
- что ты думаешь о спорте в школе

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Russian

Paper 2: Speaking in Russian
Task 2: Picture-based task
Instructions to the teacher

Foundation tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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STIMULUS FP5

Topic: What school is like



(Source: © ITAR-TASS Photo Agency / Alamy Stock Photo)

1. Опиши эту фотографию.

   [Что-нибудь ещё?]

2. Я думаю, что школьная форма хорошая идея. Что ты думаешь?

   [Почему (нет)? / Что-нибудь ещё?]

3. Что ты делал(а) в школе на прошлой неделе? Скажи мне об этом.

   [Ещё?]

4. Что ты будешь изучать в школе в следующем году?

   [Почему? / Что-нибудь ещё?]

5. Ты любишь заниматься спортом в школе?

   [Почему (нет)? / Что-нибудь ещё?]

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Russian

Paper 2: Speaking in Russian
Task 2: Picture-based task
Instructions to the candidate

Foundation tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FP6

Topic: What school is like



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Посмотри на фотографию и ответь на следующие пункты:

- описать фотографию
- что ты думаешь о столовой в твоей школе
- твои занятия во время обеденного перерыва вчера
- как ты будешь отмечать конец экзаменов
- твой любимый предмет

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Russian

Paper 2: Speaking in Russian
Task 2: Picture-based task
Instructions to the teacher

Foundation tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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STIMULUS FP6

Topic: What school is like



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1. Опиши эту фотографию.

   [Что-нибудь ещё?]

2. Я думаю, что столовая в школе очень хорошая. Что ты думаешь?

   [Почему (нет)? / Что-нибудь ещё?]

3. Что ты делал(а) вчера во время обеденного перерыва?

   [Что-нибудь ещё?]

4. Что ты будешь делать, чтобы отметить конец экзаменов?

   [Почему ? / Что-нибудь ещё?]

5. Какой у тебя любимый предмет?

   [Почему (нет)? / Что-нибудь ещё?]

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Russian

Paper 2: Speaking in Russian
Task 2: Picture-based task
Instructions to the candidate

Foundation tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FP7

Topic: Work



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Посмотри на фотографию и ответь на следующие пункты:

- описать фотографию
- что ты думаешь о работе в команде
- работа, которую делал один член твоей семьи
- кем ты хочешь работать в будущем
- работать во время летних каникул – твоё мнение

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Russian

Paper 2: Speaking in Russian
Task 2: Picture-based task
Instructions to the teacher

Foundation tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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STIMULUS FP7

Topic: Work



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1. Опиши эту фотографию.

   [Что-нибудь ещё?]

2. Я люблю работать в команде. Что ты думаешь?

   [Почему (нет)? / Что-нибудь ещё?]

3. Скажи мне о работе, которую делал один член твоей семьи?

   [Ещё?]

4. Кем ты хочешь работать в будущем?

   [Почему? / Что-нибудь ещё?]

5. Ты думаешь, что хорошо работать во время летних каникул?

   [Почему? / Что-нибудь ещё?

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Russian

Paper 2: Speaking in Russian
Task 2: Picture-based task
Instructions to the candidate

Foundation tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FP8

Topic: Ambitions



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Посмотри на фотографию и ответь на следующие пункты:

- описать фотографию
- что ты думаешь об изучении языков
- что ты любил(а) больше всего, когда ты изучал(а) русский язык
- твои будущие планы с русским языком
- ещё какой предмет ты хочешь изучать

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Russian

Paper 2: Speaking in Russian
Task 2: Picture-based task
Instructions to the teacher

Foundation tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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STIMULUS FP8

Topic: Ambitions



(Source: © Cultura RM / Alamy Stock Photo)

1. Опиши эту фотографию.

   [Что-нибудь ещё?]

2. Я думаю, что очень интересно изучать языки. Что ты думаешь?

   [Почему (нет) / Что – нибудь ещё?]

3. Что ты любил(а) больше всего, когда ты изучал(а) русский язык? Скажи мне об этом.

   [Ещё?]

4. Какие у тебя будущие планы с русским языком?

   [Почему? / Что-нибудь ещё?]

5. Ещё какой предмет ты хочешь изучать в будущем?

   [Почему? / Что-нибудь ещё?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Russian

Paper 2: Speaking in Russian
Task 2: Picture-based task
Instructions to the candidate

Foundation tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FP9

Topic: Environmental issues



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Посмотри на фотографию и ответь на следующие пункты:

- описать фотографию
- что ты думаешь о переработке
- урок об окружающей среде, который был в школе
- как ты будешь помогать дома с переработкой в будущем
- ходить пешком или ездить на машине в школу – твоё мнение

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Russian

Paper 2: Speaking in Russian
Task 2: Picture-based task
Instructions to the teacher

Foundation tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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STIMULUS FP9

Topic: Environmental issues



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1. Опиши эту фотографию.

   [Что-нибудь ещё?]

2. Я часто перерабатываю дома. Что ты думаешь об этом?

   [Почему (нет)? / Что-нибудь ещё?]

3. У тебя был урок об окружающей среде в школе? Скажи мне об этом уроке.

   [Ещё?]

4. Как ты будешь помогать дома с переработкой в будущем?

   [Почему? / Что-нибудь ещё?]

5. Ты думаешь, что лучше ходить пешком или ездить на машине в школу?

   [Почему (нет)? / Что-нибудь ещё?]

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Russian

Paper 2: Speaking in Russian
Task 2: Picture-based task
Instructions to the candidate

Foundation tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ▶

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Pearson

STIMULUS FP10

Topic: Bringing the world together



(Source: © Alex's Pictures - Sport / Alamy Stock Photo)

Посмотри на фотографию и ответь на следующие пункты:

- описать фотографию
- что ты думаешь о спорте
- спортивное событие, которое ты смотрел(а)
- вид спорта, которым ты будешь заниматься летом
- мнение о больших глобальных спортивных чемпионатах

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Russian

Paper 2: Speaking in Russian
Task 2: Picture-based task
Instructions to the teacher

Foundation tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

Turn over ▶

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Pearson

STIMULUS FP10

Topic: Bringing the world together



(Source: © Alex's Pictures - Sport / Alamy Stock Photo)

1. Опиши эту фотографию.

   [Что-нибудь ещё?]

2. Я очень люблю спорт. Что ты думаешь?

   [Почему (нет)? / Что-нибудь ещё?]

3. Скажи мне о спортивном событии, которое ты смотрел(а) недавно?

   [Ещё?]

4. Каким видом спорта ты будешь заниматься летом?

   [Почему? / Что-нибудь ещё?]

5. Я очень люблю смотреть большие глобальные спортивные чемпионаты. Что ты думаешь?

   [Почему (нет)? / Что-нибудь ещё?]

GCSE Russian Foundation tier

Paper 2 mark scheme

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- First of all you should consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.

- When assigning a band you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a 'best fit' approach for defining the band. You should then use the variability of the response to help decide the mark within the band, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.
- You will modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

Assessment criteria for the Foundation tier – Part 1

Role play – Foundation tier (10 marks)

For this task, students' work is marked by Pearson using the following assessment criteria. The mark grid is applied once to **each individual response to the prompts**. There is a maximum of 2 marks for each of the five prompts on the role-play cards.

Mark	Descriptor
0	No rewardable communication; highly ambiguous **OR** pronunciation prevents communication.
1	Partially clear/ambiguous **OR** partially appropriate within the context of the role play; pronunciation may affect clarity of communication.
2	Clearly communicated; appropriate within the context of the roleplay; unambiguous; pronunciation supports clear communication.

Additional guidance on the mark scheme

Appropriate: relevant response related to the prompt, uses appropriate register for the scenario.
Informal register: includes language that students would use with friends and people of a similar age, such as endearments and informal greetings and forms of address where appropriate. Informal register also requires the use of the informal structures when using, for example, verbs and possessive adjectives.

Formal register: includes language that students would use with adults in a formal context, for example teachers, employers, customers, officials. Formal register includes avoidance of slang, over-familiar language, exaggeration and endearments. It also includes formal greetings and forms of address where appropriate. Formal register requires formal structures when using, for example, verbs, personal pronouns and possessive adjectives.

Partially clear/pronunciation may affect clarity of communication*:* makes speech difficult to understand immediately (even if the meaning is eventually understood)/forces the listener to strain to understand what is meant.

Guidance on application of role-play mark grid

To exemplify application of the marking criteria, Foundation role play 1 (FR1) has been selected to demonstrate a possible range of performances. This guidance should be viewed in conjunction with the Student and Teacher Cards and the assessment criteria.

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Foundation card 1 (FR1)

В бюро туризма в русском городе с Вашей семьёй . Вы говорите о Ваших каникулах в России.

Prompt 1: Достопримечательности – какие

Question 1: К*ак вам помочь?*

Mark	Descriptor	
0	**Я люблю город**	**Как достопримечательности**
	No rewardable communication response simply gives an opinion on the town,	Highly ambiguous. Lack of verb makes it unclear that the candidate wants to find out about sights. Also ambiguous use of как.
1	**Я хочу музей, магазины город**	**Это достопримечательности в город**
	Communication is partially clear because the candidate has not made it clear exactly what they want to know about, 'museums, shops, town'. However it has some meaning within the context of the role play.	Communication is ambiguous. The response could mean that the candidate is asking whether a particular sight is in the town but does not specify what the sight is. However wording gives enough meaning within the context for one mark.
2	**Я хочу знать об интересный достопримечательности в городе?**	**Информация о достопримечательности пожалуйста**
	Clearly communicated despite minor error of adjectival agreement. Use of интересный makes the utterance clear.	Clearly communicated despite lack of verb. Use of the word информация makes it clear that the candidate is seeking information.

Prompt 2: Где в городе живёте

Question 2: *Где Вы живёте в городе?*

Mark	Descriptor	
0	**В город**	**Я живу в городе**
	No rewardable communication. The candidate has simply repeated the word город and does not answer the question.	Highly ambiguous; the answer is unrelated to the meaning of the prompt.
1	**Я живу в сентер города**	**Живёте в гостинице**
	Pronunciation of the word **центре** affects clarity of communication. The listener would need to strain to understand what was meant.	Partially clear. The incorrect subject formation of the verb, which has been repeated from the question, makes the response imprecise. However the wording gives the statement enough meaning for one mark within the context of the question.
2	**Я живу в гостинице около вокзала**	**В дом с друзьями**
	Clearly communicated response to the prompt.	Clearly communicated response despite the incorrect prepositional.

Prompt 3: !

Question 3: *Что Вы любите делать?*

Mark	Descriptor	
0	**Шоколад** **Chocolate**	**Я люблю магасаны**
	No rewardable communication; the candidate has simply responded to the verb, 'like' but not in a way that is meaningful to the role play.	Pronunciation of (Магазины) prevents communication.
1	**Я люблю музей**	**Магазины хорошо**
	Partially clear. The candidate has given a valid place that they like but keeping it in the singular makes it less clear. Also, no activity is mentioned.	Partially clear. The candidate says that shops are good but it is unclear whether this is in reference to what they like to do or whether they think that the shops are good.
2	**Я люблю смотреть исторические места**	**Ходить по магазинам**
	Clearly communicated.	Clearly communicated.

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Prompt 4: Этот город – почему

Question 4: ***Почему Вы в этом городе?***

Mark	Descriptor	
0	**Этот город Россия**	**В городе**
	No rewardable communication. The response is not meaningful.	Highly ambiguous. It is not evident that the student has understood the prompt and the response is inappropriate in the context.
1	**Потому что хорошо этот город**	**В этом городе друзьями**
	Partially clear. The clumsy word order and structures make the statement unclear; it would force the listener to strain to understand what was meant on first hearing.	Ambiguous. It is not clear whether the candidate is saying that they are in the town because their friends live there or that they are simply visiting the town with friends.
2	**Потому что это интересный город**	**Мой друзья живёт здесь**
	Clearly communicated; this response is unambiguous.	The response if clearly communicated despite the incorrect singular form of the verb and possessive pronoun.

Prompt 5: ? Рестораны - информация?

Mark	Descriptor	
0	**Я люблю рестораны**	**Рестораны информация?**
	No rewardable communication. The candidate has not asked a question.	Highly ambiguous. The candidate has merely repeated the prompt material and has not asked for information about restaurants.
1	**Какие рестораны ты рекомендуешь?**	**Что ресторан в город?**
	Only partially appropriate because of the use of the informal register (ты рекомендуешь).	Communication is ambiguous; an inappropriate question form has been used, Что instead of Какие. The response, however, gives enough meaning within the context of the role play for one mark.
2	**Какие рестораны Вы рекомендовать?**	**Как я пройти в рестораны?**
	Clearly communicated despite the slight mispronunciation of ресторанты. Has asked a clear question.	Clearly communicated despite the error of having used an inappropriate subject of the verb.

Assessment criteria for the Foundation tier – Part 2

Picture-based task – Foundation tier (24 marks)

There are two mark grids to be applied to this task:
- communication and content
- linguistic knowledge and accuracy.

Picture-based task: communication and content – Foundation tier

Mark	Descriptor
0	No rewardable material
1–4	• Limited response to set questions, likely to consist of a single-word answer. • Minimal success in adapting language to describe, narrate, inform using individual words/phrases; sometimes unable to respond. • A straightforward opinion may be expressed but without justification • Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication
5–8	• Responds briefly to set questions, there is much hesitation and continuous prompting needed. • Some limited success in adapting language, to describe, narrate and inform in response to the set questions; may occasionally be unable to respond. • Straightforward, brief opinions are given but without justification. • Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication.
9–12	• Responds to set questions with some development, some hesitation and some prompting necessary. • Some effective adaptation of language to describe, narrate and inform in response to the set questions. • Expresses opinions with occasional, brief justification. • Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication.
13–16	• Responds to set questions with frequently developed responses, occasional hesitation, occasional prompting necessary. • Frequently effective adaptation of language to describe, narrate and inform in response to the set questions. • Expresses opinions and gives justification with some development. • Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication.

Additional guidance

Adaptation of/adapting language to describe, narrate and inform: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to inform but less effectively to narrate.

Straightforward opinions and justification are those that form part of a minimum/standard/predictable response.

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Picture-based task: linguistic knowledge and accuracy – Foundation tier

Mark	Descriptor
0	No rewardable material.
1–2	• Limited accuracy when responding to set questions; minimal success when referring to past, present and future events. • Individual words and phrases are coherent when responding to set questions; high frequency of errors prevent meaning throughout most of the conversation.
3–4	• Occasionally accurate grammatical structures when responding to set questions; occasional success when referring to present events, limited success when referring to future or past events, much ambiguity. • Some coherent phrases and sentences within responses to set questions; regular errors prevent coherent overall speech and frequently prevent meaning.
5–6	• Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguity. • Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed.
7–8	• Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguity. • Responses are generally coherent although errors occur that occasionally hinder clarity of communication.

Additional guidance

Errors: the mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity**:
- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity**:
- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed**:

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

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Assessment criteria for the Foundation tier – Part 3

Conversation – Foundation tier (36 marks)

There are three mark grids to be applied to this task:
- communication and content
- interaction and spontaneity
- linguistic knowledge and accuracy.

Conversation: communication and content – Foundation tier

Mark	Descriptor
0	• No rewardable material.
1–3	• Communicates limited information relevant to the topics and questions. • Uses language to express limited, straightforward ideas and thoughts; occasional straightforward opinion expressed without justification. • Uses limited, familiar vocabulary and expression with much repetition; communication is disjointed and frequently breaks down because of restricted range of vocabulary. • Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication.
4–6	• Communicates brief information relevant to the topics and questions. • Uses language to produce straightforward ideas and thoughts; expresses straightforward opinions with limited justification. • Uses repetitive, familiar vocabulary and expression; communication is often constrained and occasionally breaks down because of restricted range of vocabulary. • Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication.
7–9	• Communicates information relevant to the topics and questions, with occasionally extended sequences of speech. • Uses language to produce straightforward ideas, thoughts and opinions with occasional justification. • Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary. • Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication.
10–12	• Communicates information relevant to the topics and questions, with some extended sequences of speech. • Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified. • Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes. • Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication.

Additional guidance

Uses language creatively – examples of creative language use are:

- using language to create an effect
- manipulating language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

Individual thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

Straightforward ideas, thoughts and opinions are those that give the minimum/standard/predictable response.

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Conversation: interaction and spontaneity – Foundation tier

Mark	Descriptor
0	No rewardable material.
1–3	• Basic exchange where only some questions are responded to; answers rely on rehearsed language that is frequently irrelevant to the question. • Short, undeveloped responses, many incomplete. • Isolated examples of ability to sustain communication, pace is slow and hesitant throughout.
4–6	• Responds with limited spontaneity; answers rely on rehearsed language that is occasionally irrelevant to the question. • Short responses, any development depends on teacher prompting. • Limited ability to sustain communication, pace is mostly slow and hesitant.
7–9	• Occasionally able to respond spontaneously with some examples of natural interaction although often stilted. • Occasionally able to initiate and develop responses independently but regular prompting needed. • Occasionally able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation.
10–12	• Responds spontaneously to some questions, interacting naturally for parts of the conversation. • Sometimes able to initiate and develop the conversation independently, some prompting needed. • Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; some hesitation.

Additional guidance

Rephrasing/repair strategies: strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known.

Responds/responding spontaneously: gives a relevant, impromptu response based on what they have heard.

Rehearsed language*:* language learned by heart, which may not give a relevant, impromptu response based on what has been heard (not spontaneous).

Conversation: linguistic knowledge and accuracy – Foundation tier

Mark	Descriptor
0	No rewardable material.
1–3	• Uses straightforward, individual words/phrases; limited evidence of language manipulation. • Limited accuracy, minimal success when referring to past, present and future events. • Individual words and phrases are coherent; high frequency of errors prevent meaning throughout much of the conversation.
4–6	• Uses straightforward, repetitive, grammatical structures. • Occasionally accurate grammatical structures, occasional success when referring to present events, limited success when referring to future or past events, much ambiguity. • Some coherent phrases and sentences; regular errors prevent coherent overall speech and frequently prevent meaning.
7–9	• Manipulates a limited variety of mainly straightforward grammatical structures, minimal use of complex structures. • Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity. • Sequences of coherent speech although errors occur that often hinder clarity of communication and occasionally prevent meaning being conveyed.
10–12	• Manipulates grammatical structures with occasional variation, complex structures used but repetitive. • Generally accurate grammatical structures, generally successful references to past, present and future events. • Generally coherent speech although errors occur that sometimes hinder clarity of communication.

Additional guidance

C*omplex grammatical structures* are considered to be:
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

Straightforward grammatical structures are considered to be:
- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: the mark grid describes the frequency of errors and the impact that errors have on clarity.

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Errors that **do not hinder clarity**:
- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity**:
- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed**:
- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

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Write your name here

Surname	Other names

Pearson Edexcel
Level 1/Level 2 GCSE (9–1)

Centre Number	Candidate Number

Russian

Paper 3: Reading and understanding in Russian

Foundation tier

Sample assessment material for first teaching September 2017
Time: 50 minutes

Paper Reference
1RU0/3F

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in sections A, B and C.
- Questions in Sections A and C are set in English.
- Questions in Section B are set in Russian.
- Answer the questions in the spaces provided
  – *there may be more space than you need.*
- You must **not** use a dictionary

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
  – *use this as a guide as to how much time to spend on each question.*
  – *you should spend approximately 10 minutes on the translation question.*

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ▶

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Pearson

SECTION A

Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

Eating out

1 Read the opinions about eating out on an internet blog.

Иван:	Я люблю суп. Когда я в ресторане с друзьями, я всегда хочу борщ и курицу.
Саша:	Я обожаю картофель-фри и рыбу. Я обедаю в кафе каждую пятницу.
Вика:	Я предпочитаю есть гамбургер с салатом. Мне очень нравится фаст-фуд.
Лена:	Я вегетарианка и я ненавижу мясо. Для меня блины с грибами очень вкусны.

What do they say about eating out? Enter either **Ivan, Sasha, Vika** or **Lena**.

You can use each person more than once.

Example: Ivan likes to eat soup.

(a) ..... likes hamburger and salad.

(1)

(b) ..... thinks pancakes and mushrooms are tasty.

(1)

(c) ..... always chooses chicken in a restaurant.

(1)

(d) ..... is a vegetarian.

(1)

(e) ..... eats out every Friday.

(1)

(f) ..... eats out with friends.

(1)

(Total for Question 1 = 6 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

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A new sports centre

2 Read the extract from a website below.

Новый центральный спортивный комплекс:

Наш большой бассейн открыт каждый день с 07.00 часов. Есть группы для детей по субботам.

Тоже можно заниматься другими видами спорта - есть аква-аэробика, бокс и бадминтон.

Поплавать стоит 200 рублей за час.

Комплекс находится недалеко от станции метро «Киевская».

Complete the gap in each sentence using a word from the box below. There are more words than gaps.

new	every day	adults	opposite
badminton	basketball	one hour	from 8 a.m.
two hours	children	near	old

Example: The sports centre is ..new.. .

(a) The swimming pool is open ..... .

(1)

(b) There are groups for ..... at the weekends.

(1)

(c) As well as going swimming, you can play ..... .

(1)

(d) The swimming time you get for 200 roubles is .....

(1)

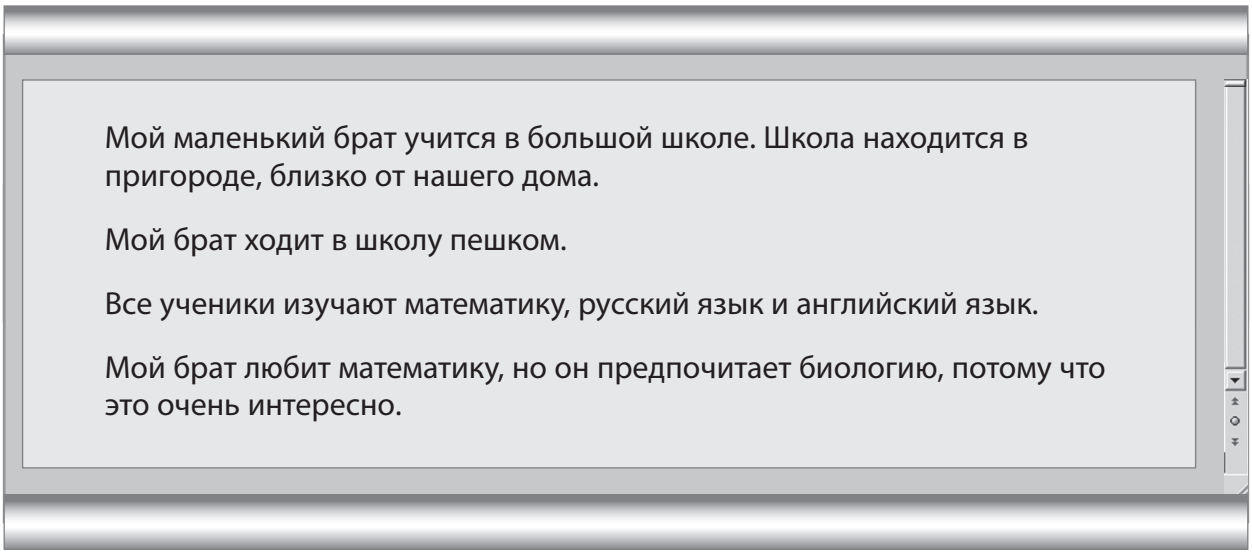
(e) The sports centre is ..... the metro station.

(1)

(Total for Question 2 = 5 marks)

School

3 (a) Read this blog by Volodya about his brother's school.



Мой маленький брат учится в большой школе. Школа находится в пригороде, близко от нашего дома.

Мой брат ходит в школу пешком.

Все ученики изучают математику, русский язык и английский язык.

Мой брат любит математику, но он предпочитает биологию, потому что это очень интересно.

Answer the following questions **in English**. You do not need to write in full sentences.

(i) Give **one** detail about where Volodya's brother's school is located.

(1)

.....

(ii) Name one subject that all the pupils study.

(1)

.....

(iii) Which subject does his brother prefer?

(1)

.....

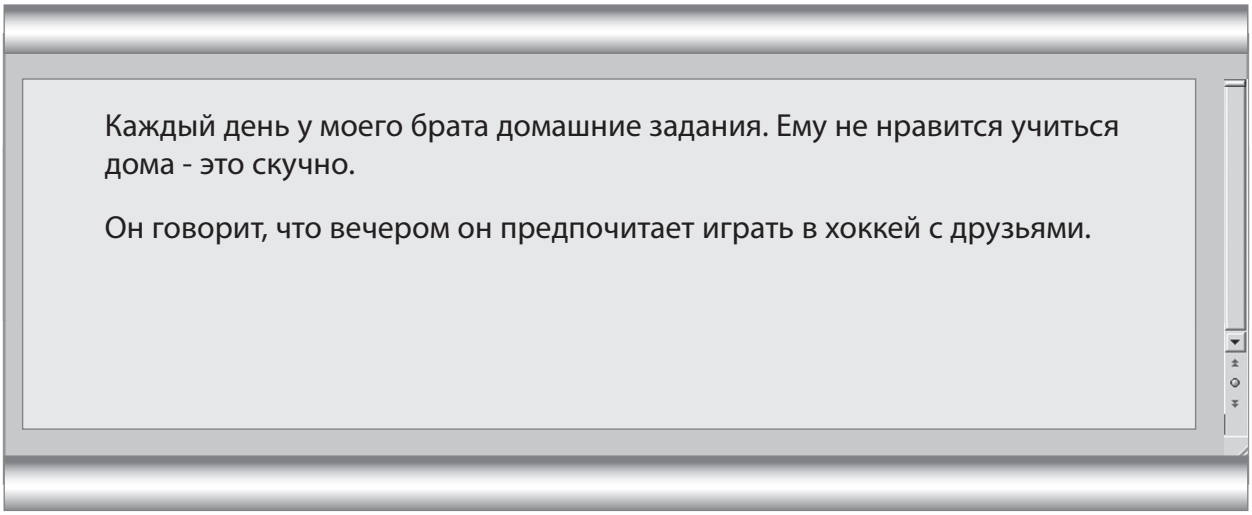
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(b) The blog continues.


Каждый день у моего брата домашние задания. Ему не нравится учиться дома - это скучно.

Он говорит, что вечером он предпочитает играть в хоккей с друзьями.

(i) Why does Volodya not like to study at home?

(1)

.....

(ii) What does he prefer to do in the evening?

(1)

.....

(Total for Question 3 = 5 marks)

DO NOT WRITE IN THIS AREA DO NOT WRITE IN THIS AREA DO NOT WRITE IN THIS AREA

***Больная кошка by Vadim* Zubakhin**

4 Read the extract below.

Robert buys a new pet.

Роберт идёт в зоомагазин. Он покупает маленькую кошку. Он очень счастлив. Но через одну неделю Роберт звонит в зоомагазин и говорит, что кошка больна. Она не бегает и не играет.

«Странно!» - говорит продавец. «Я знаю, что эта кошка очень здорова - она всё время бегала и играла здесь в магазине. Я очень хорошо помню, как красива эта кошка».

«Я тоже не понимаю,» - говорит Роберт, «но теперь она весь день лежит на одном месте и практически ничего не делает».

(Source: Больная кошка, Vadim Zubakhin, Language Practice Publishing)

Put a cross ☒ in the correct box.

Example: This story is about a…

☒	**A** cat.
☒	**B** dog.
☒	**C** guinea pig.
☒	**D** rabbit.

(i) Immediately after his purchase, Robert feels very…

☒	**A** tired.
☒	**B** disappointed.
☒	**C** happy.
☒	**D** relieved.

(ii) Robert telephones the pet shop after…

☒	**A** ten minutes.
☒	**B** an hour.
☒	**C** a day.
☒	**D** a week.

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(iii) Robert thinks that his new pet is…

☒	**A** ill.
☒	**B** perfect.
☒	**C** contented.
☒	**D** too big.

(iv) The shopkeeper remembers the pet as being…

☒	**A** old.
☒	**B** energetic.
☒	**C** young.
☒	**D** lazy.

(v) Robert is telephoning because his new pet is…

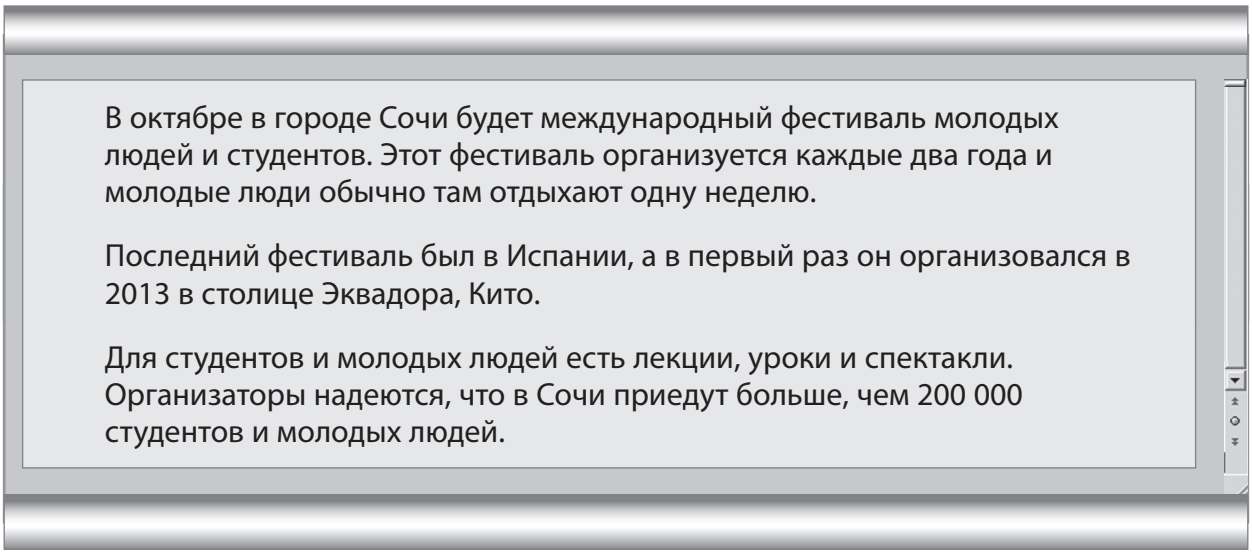
☒	**A** lying about too much.
☒	**B** drinking too much.
☒	**C** eating too much.
☒	**D** making too much noise.

Total for Question 4 = 5 marks)

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An international festival

5 Read the webpage below.



В октябре в городе Сочи будет международный фестиваль молодых людей и студентов. Этот фестиваль организуется каждые два года и молодые люди обычно там отдыхают одну неделю.

Последний фестиваль был в Испании, а в первый раз он организовался в 2013 в столице Эквадора, Кито.

Для студентов и молодых людей есть лекции, уроки и спектакли. Организаторы надеются, что в Сочи приедут больше, чем 200 000 студентов и молодых людей.

(a) How often does this festival take place?

(1)

.....

(b) Where did the last festival take place?

(1)

.....

(c) List one activity that will be on offer to festival-goers.

(1)

.....

(Total for Question 5 = 3 marks)

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Russian Tales by Nadezhda Harley

6 Read the extract from the text. Sasha and Vovka visit Moscow for the first time.

Мы с мамой и Вовкой гостили у тёти в Москве. В первый день мама и тётя ушли в магазин и нас оставили дома. Нам было скучно. Вовка вдруг сказал: «Давай пойдём на станцию метро».

Мы пошли на станцию, купили жетоны и сели на поезд. Мы проехали две остановки и вышли из вагона. Мы посмотрели станцию и потом поехали обратно на поезде. Через две остановки мы сошли с поезда, но - ужас! Это не была наша станция! Что делать?

(Source: Russian Tales, Harley (CUP))

Answer the following questions **in English**. You do not need to write in full sentences.

(a) Why are the boys alone at home?

(1)

(b) Where does Vovka suggest they go?

(1)

(c) How far do they travel?

(1)

(d) What is the problem when they make their return journey?

(1)

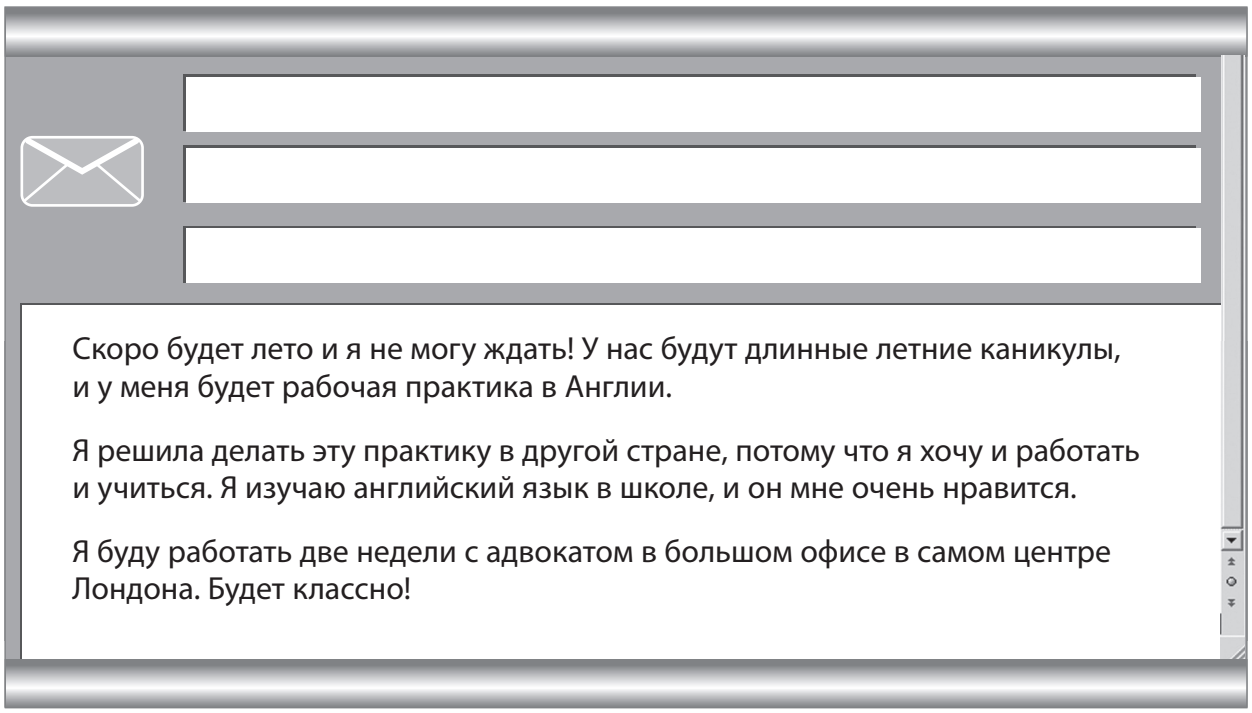
(Total for Question 6 = 4 marks)

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SECTION B

Рабочая практика

7 Елена тебе пишет электронную почту о рабочей практике.



Скоро будет лето и я не могу ждать! У нас будут длинные летние каникулы, и у меня будет рабочая практика в Англии.

Я решила делать эту практику в другой стране, потому что я хочу и работать и учиться. Я изучаю английский язык в школе, и он мне очень нравится.

Я буду работать две недели с адвокатом в большом офисе в самом центре Лондона. Будет классно!

Прочитайте текст. Поставьте пропущенные слова в нужные места.
Внимание! Не все слова нужны.

Пример: Она ..... очень ..... ждёт лето.

~~очень~~	плохая	школы	работать	
отдыхать	не любит	семь	любит	друзей
четырнадцать	не очень	отличная		

(a) Она любит лето, потому что у неё нет ..... .

(1)

(b) На каникулах она будет ..... за границей.

(1)

(c) Она ..... изучать английский язык.

(1)

(d) Она будет ..... дней в Лондоне.

(1)

(e) Она думает, что практика будет ..... .

(1)

(Total for Question 7 = 5 marks)

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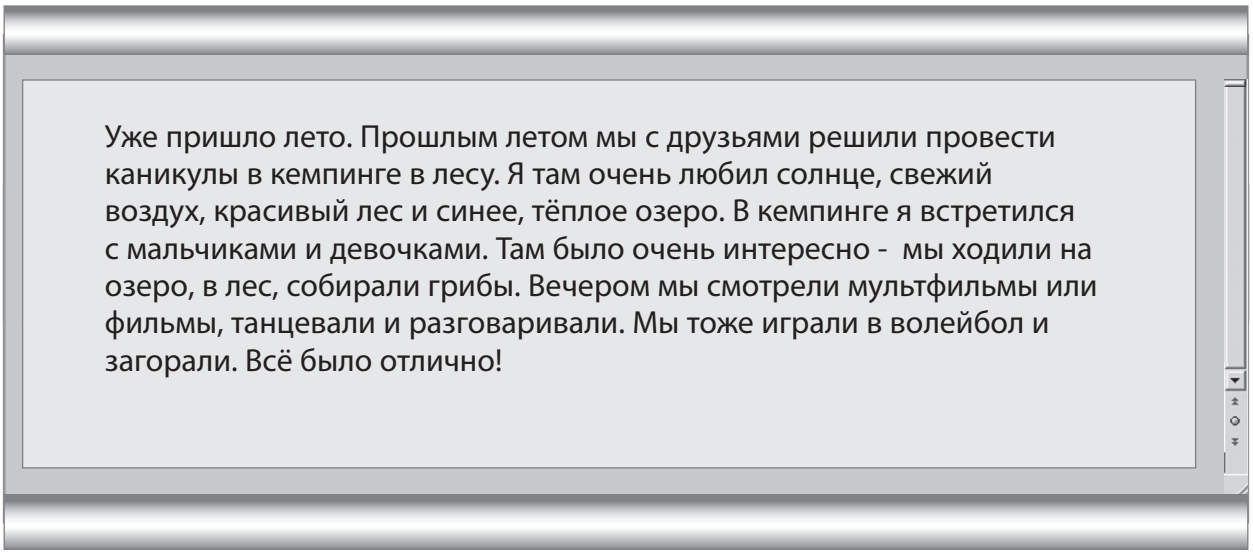
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QUESTION 8 BEGINS ON THE NEXT PAGE.

Летние каникулы – Виктор пишет

8 Прочитай этот блог.



Уже пришло лето. Прошлым летом мы с друзьями решили провести каникулы в кемпинге в лесу. Я там очень любил солнце, свежий воздух, красивый лес и синее, тёплое озеро. В кемпинге я встретился с мальчиками и девочками. Там было очень интересно - мы ходили на озеро, в лес, собирали грибы. Вечером мы смотрели мультфильмы или фильмы, танцевали и разговаривали. Мы тоже играли в волейбол и загорали. Всё было отлично!

Поставь крестик ☒

Пример: Каникулы были…

☐	**A** месяц назад.
☐	**B** две недели назад.
☐	**C** два дня назад.
☒	**D** год назад.

(i) Кемпинг был…

☐	**A** в деревне.
☐	**B** в горах.
☐	**C** у реки.
☐	**D** на пляже.

(ii) Погода была…

☐	**A** ужасная.
☐	**B** холодная.
☐	**C** хорошая.
☐	**D** облачная.

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(iii) В кемпинге было…

☒	**A** много делать.
☒	**B** нечего делать.
☒	**C** очень скучно.
☒	**D** довольно грязно.

(iv) Вечером они…

☒	**A** работали.
☒	**B** отдыхали.
☒	**C** учились.
☒	**D** спали.

(v) Каникулы в кемпинге…

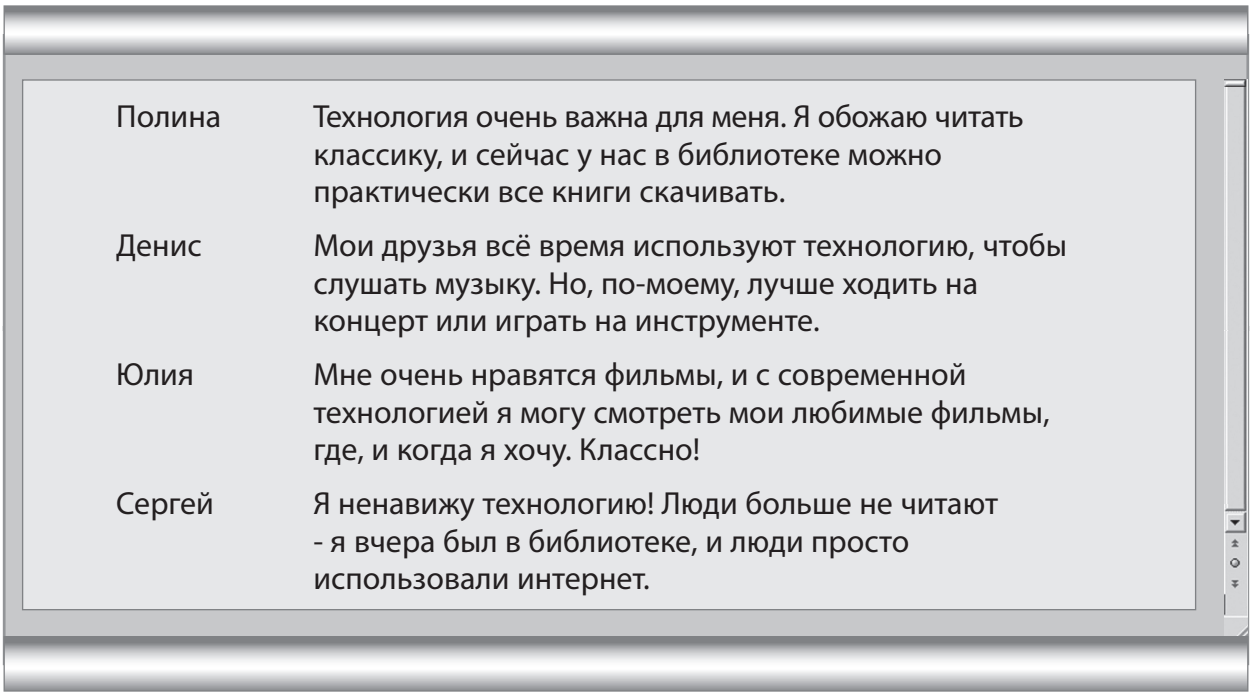
☒	**A** были кошмар.
☒	**B** дорого стоили.
☒	**C** были неинтересными.
☒	**D** ему понравились.

(Total for Question 8 = 5 marks)

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Технология

9 Ты читаешь в интернете эти мнения о технологии:



Полина	Технология очень важна для меня. Я обожаю читать классику, и сейчас у нас в библиотеке можно практически все книги скачивать.
Денис	Мои друзья всё время используют технологию, чтобы слушать музыку. Но, по-моему, лучше ходить на концерт или играть на инструменте.
Юлия	Мне очень нравятся фильмы, и с современной технологией я могу смотреть мои любимые фильмы, где, и когда я хочу. Классно!
Сергей	Я ненавижу технологию! Люди больше не читают - я вчера был в библиотеке, и люди просто использовали интернет.

Кто что думает? Пиши: **Полина, Денис, Юлия** или **Сергей**.

Пример: *Сергей* говорит, что ему не нравится технология.

(a) ..... предпочитает живую музыку.
(1)

(b) ..... думает, что люди должны читать более часто.
(1)

(c) ..... часто читает электронные книги.
(1)

(d) ..... любит, что не надо ходить всё время в кино.
(1)

(e) ..... очень любит литературу хорошего качества.
(1)

(Total for Question 9 = 5 marks)

TOTAL FOR SECTION B = 15 MARKS

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SECTION C

Translation

10 Translate this passage into **English**.

Я живу в деревне. У нас маленький домик. Я люблю жить там, потому что очень тихо. Мы жили в городе, но было довольно шумно. Мой отец работает врачом в городской больнице.

(Total for Question 10 = 7 marks)

TOTAL FOR SECTION C = 7 MARKS
TOTAL FOR PAPER = 50 MARKS

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GCSE Russian Foundation tier

Paper 3 Mark scheme

There are no marks for quality of language or spelling in this paper, therefore errors in the Russian script will be tolerated as long as the message is not ambiguous and it does not prevent communication. Such errors include where a candidate has mis-copied a Russian word or name.

SECTION A

Question number	Answer	Mark
1(a)	Vika	(1)

Question number	Answer	Mark
1(b)	Lena	(1)

Question number	Answer	Mark
1(c)	Ivan	(1)

Question number	Answer	Mark
1(d)	Lena	(1)

Question number	Answer	Mark
1(e)	Sasha	(1)

Question number	Answer	Mark
1(f)	Ivan	(1)

Question number	Answer	Mark
2(a)	every day	(1)

Question number	Answer	Mark
2(b)	children	(1)

Question number	Answer	Mark
2(c)	badminton	(1)

Question number	Answer	Mark
2(d)	one hour	(1)

Question number	Answer	Mark
2(e)	near	(1)

Question number	Answer	Mark
3(a)(i)	suburbs OR near home	(1)

Question number	Answer	Mark
3(a)(ii)	Any **one** of the following: • Maths (1) • Russian (1) • English (1)	(1)

Question number	Answer	Mark
3(a)(iii)	Biology	(1)

Question number	Answer	Mark
3(b)(i)	boring	(1)

Question number	Answer	Mark
3(b)(ii)	play [ice] hockey (with friends) **OR** play with friends	(1)

Question number	Answer	Mark
4(i)	C	(1)

Question number	Answer	Mark
4(ii)	D	(1)

Question number	Answer	Mark
4(iii)	A	(1)

Question number	Answer	Mark
4(iv)	B	(1)

Question number	Answer	Mark
4(v)	A	(1)

Question number	Answer	Mark
5(a)	every two years	(1)

Question number	Answer	Mark
5(b)	Spain	(1)

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Question number	Answer	Reject	Mark
5(c)	Any **one** of the following: • lessons (1) • shows (1) • lectures (1)	spectacles	**(1)**

Question number	Answer	Mark
6(a)	mum [and aunt] went shopping/left them at home	**(1)**

Question number	Answer	Mark
6(b)	metro station/underground station/tube station	**(1)**

Question number	Answer	Mark
6(c)	two stops	**(1)**

Question number	Answer	Mark
6(d)	they don't know what to do/they don't recognise the station/ it's the wrong station	**(1)**

SECTION B

Question number	Answer	Mark
7(a)	школы	(1)

Question number	Answer	Mark
7(b)	работать	(1)

Question number	Answer	Mark
7(c)	любит	(1)

Question number	Answer	Mark
7(d)	четырнадцать	(1)

Question number	Answer	Mark
7(e)	отличная	(1)

Question number	Answer	Mark
8(i)	A	(1)

Question number	Answer	Mark
8(ii)	C	(1)

Question number	Answer	Mark
8(iii)	A	(1)

Question number	Answer	Mark
8(iv)	B	(1)

Question number	Answer	Mark
8(v)	D	(1)

Question number	Answer	Mark
9(a)	Денис	(1)

Question number	Answer	Mark
9(b)	Сергей	(1)

Question number	Answer	Mark
9(c)	Полина	(1)

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Question number	Answer	Mark
9(d)	Юлия	**(1)**

Question number	Answer	Mark
9(e)	Полина	**(1)**

SECTION C

Question number	Indicative content	Mark
10	I live in the country[side]/in a village. We have a little house. I like living/to live there because it's really quiet. We used to live in [a] town but it was quite noisy. My father works as a doctor in the town/city hospital.	**(7)**

Mark	Descriptor
0	No rewardable communication.
1–2	Only isolated sentences or phrases are communicated. There are frequent errors and omissions in the translation that prevent meaning being conveyed.
3–4	The meaning of the passage is partially communicated. Some errors in the translation prevent meaning being conveyed, e.g. **frequent** use of incorrect words, omitted **phrases**, incorrect tenses.
5–6	The meaning of the passage is mostly communicated. Occasional errors affect the flow or clarity of the translation, e.g. incorrect words, omitted words, inexact syntax.
7	The meaning of the passage is fully communicated. Any errors do not detract from the overall flow or clarity of the translation.

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Write your name here

Surname	Other names

Pearson Edexcel
Level 1/Level 2 GCSE (9–1)

Centre Number | | | | | |

Candidate Number | | | | |

Russian

Paper 4: Writing in Russian

Foundation Tier

Sample assessment material for first teaching September 2017
Time: 1 hour 20 minutes

Paper Reference
1RU0/4F

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer Questions 1, 2, 3 and 4. In Questions 2 and 3, answer **either** option (a) **or** option (b).
- Answer the questions in the spaces provided
  – *there may be more space than you need.*
- Write your answers in full sentences.
- You must **not** use a dictionary.

Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets
  – *use this as a guide as to how much time to spend on each question.*
  – *you should spend approximately 10 minutes on the translation question.*

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ▶

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Pearson

On holiday



(Source: © RosaIreneBetancourt 5/Alamy Stock Photo)

1 Ты на каникулах в Москве.Ты посылаешь эту фотографию по электронной почте друзьям.

Опиши фотографию и скажи, что ты думаешь о каникулах.

Напиши примерно 15–20 слов **по-русски**.

(Total for Question 1 = 12 marks)

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Choose either Question 2(a) or 2(b).

If you answer Question 2(a) put a cross in the box ☒ .

School

2 (a) Вы в школе в России. Учитель просит вас написать статью о вашей школе в Англии.

Напишите статью со следующей информацией:

- где находится ваша школа
- какие предметы вы любите
- почему вы изучаете русский язык
- что вы будете делать в школе в следующем году.

Напишите примерно 30–35 слов **по-русски**.

(16)

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If you answer Question 2(b) put a cross in the box ☒ .

Travel

(b) Вы отвечаете на опрос о транспорте для русской туристической компании.

Напишите электронное письмо в туристическую компанию со следующей информацией:

- какие виды транспорта есть в вашем районе
- на каком виде транспорта вы обычно ездите на каникулы
- почему вы любите отдыхать в иностранной стране
- как вы будете путешествовать на следующие каникулы.

Напишите примерно 30–35 слов **по-русски**.

(16)

(Total for Question 2 = 16 marks)

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Choose either Question 3(a) or Question 3(b).

If you answer Question 3(a) put a cross in the box ☒ .

Work

3 (a) Николай, твой русский друг, написал тебе письмо о работе для молодых людей в России.

Напиши письмо другу. **Надо** написать следующую информацию:

- где ты уже работал(а) в прошлом
- популярные места работы для молодых людей
- почему молодые люди должны работать
- кем ты будешь работать в будущем.

Напиши примерно 60–65 слов **по-русски**.

(20)

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If you answer Question 3(b) put a cross in the box ☒ .

Cinema

(b) Света, твоя русская подруга, попросила тебя описать кино в твоей стране.

Напиши ответ Свете. **Надо** написать следующую информацию:

- когда был твой последний визит в кино
- популярные жанры фильма в твоей стране
- почему молодые люди любят ходить в кино
- будешь ли ты смотреть фильмы на иностранном языке.

Напиши примерно 60–65 слов **по-русски**.

(20)

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(Total for Question 3 = 20 marks)

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Hobbies

4 Переведи эти фразы **на русский язык**.

(a) I like tennis.

(2)

(b) I often watch television.

(2)

(c) I relax in the park.

(2)

(d) My favourite sport is basketball, but I do not play football.

(3)

(e) On Saturday I listened to pop music, but I prefer rock music because it is more interesting.

(3)

(Total for Question 4 = 12 marks)

TOTAL FOR PAPER = 60 MARKS

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GCSE Russian Foundation tier

Paper 4 Mark scheme

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- You should first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.

- When assigning a band, you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a 'best fit' approach for defining the band and then use the variability of the response to help decide the mark within the band, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.

- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.

- You will modify the mark based on how securely the trait descriptors are met at that band.

- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

Assessment criteria for the Foundation tier

Question 1 – Foundation tier (12 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

The student is expected to produce 15–20 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 1: communication and content mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	• Some relevant, basic information without development • Uses language to inform, give short descriptions and express opinions with limited success • Uses limited selection of common, familiar vocabulary and expression with frequent repetition
3–4	• Mostly relevant information, minimal extra detail • Uses language to give short descriptions, simple information and opinions with variable success • Uses small selection of common, familiar vocabulary and expression with some repetition
5–6	• Relevant information with occasional extra detail • Uses language to give short descriptions, simple information and opinions with some success • Uses small selection of common, familiar vocabulary and expression with little repetition

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Question 1: linguistic knowledge and accuracy mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	• Produces simple, short sentences in isolation • Limited accurate application of a small selection of straightforward grammatical structures, limited success in referring to present events; frequently errors prevent meaning being conveyed
3–4	• Produces simple, short sentences with little linking • Inconsistently accurate application of a small selection of straightforward grammatical structures, inconsistently successful reference to present events; often errors occur that hinder clarity of communication and occasionally prevent meaning
5–6	• Produces simple sentences with some linking • Accurate application of a small selection of straightforward grammatical structures, refers successfully to present events as appropriate to the task; occasionally errors occur that hinder clarity of communication

Additional guidance

Straightforward grammatical structures are considered to be:
- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: the mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity**:
- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:
- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:
- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Question 2 – Foundation tier (16 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question requires students to write in a formal style/register (see *Additional guidance*).

The student is expected to produce 30–35 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 2: communication and content mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	• Limited information given, likely to consist of single words and phrases • Limited ability to use language to present simple facts, inform and note down key points; expression is frequently constrained and communication often breaks down • Repetitive use of a limited selection of common words and phrases; heavy reliance on language of the stimulus material to express thoughts • Knowledge of register and style is rarely evident because of restricted use of vocabulary and expression
3–4	• Some brief information given, basic points made without development • Occasional success in using language to present simple facts, information and to note down key points but expression is sometimes constrained and communication occasionally breaks down • Limited use of common, familiar vocabulary and expression with frequent repetition; some reliance on language of the stimulus material to express thoughts • Occasional appropriate use of register and style
5–6	• Some relevant information given appropriate to the task, basic points made with little development • Uses language with some success, to present simple facts, information and to note down key points, expression is occasionally constrained • Uses a small range of, common, familiar vocabulary and expression, mostly independently selected, with some repetition; mostly goes beyond the language of the stimulus material • Mostly appropriate use of register and style, mostly sustained
7–8	• Relevant information given appropriate to the task, basic points made with some development • Uses language mostly with success, to present simple facts, information and to note down key points using simple ideas • Uses independently selected, common, familiar vocabulary and expression with little repetition; goes beyond the language of the stimulus material • Appropriate use of register and style sustained

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Additional guidance

Independently selected vocabulary and expression: students may use key words from the stimulus material but, to demonstrate their knowledge of vocabulary and ability to express themselves independently, they must be able to use vocabulary and expression that is not in the stimulus material.

Register and style **definition:** ***formal*** **register and style** includes, for example, avoidance of slang, over-familiar language, exaggeration, 'text speak', inappropriate colloquialisms or writing in a conversational style. Formal register and style require the use of the formal structure when using, for example, verbs, personal pronouns and possessive adjectives.

Question 2: linguistic knowledge and accuracy mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	• Repetitive use of minimal selection of straightforward grammatical structures • Produces individual words/set phrases • Limited accuracy in grammatical structures used, limited success in referring to present and future events; regular errors prevent meaning being conveyed
3–4	• Use of a restricted range of straightforward grammatical structures, frequent repetition • Produces simple, short sentences, which are not linked • Occasional accuracy in grammatical structures used, occasional success in referring to present and future events; sometimes errors prevent meaning being conveyed
5–6	• Uses straightforward grammatical structures, some repetition • Produces simple, short sentences with minimal linking • Some accurate use of straightforward grammatical structures, some success in referring to present and future events to meet the requirements of the task; occasionally errors prevent meaning being conveyed
7–8	• Uses straightforward grammatical structures, occasional repetition • Produces predominantly simple sentences occasionally linked together • Mostly accurate use of straightforward grammatical structures, mostly successful references to present and future events to meet the requirements of the task; occasionally errors hinder clarity of communication

Additional guidance

Straightforward grammatical structures are considered to be:
- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

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Errors: the mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity**:
- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and that result in coherent writing.

Errors that **hinder clarity**:
- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:
- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Question 3 – Foundation tier (20 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question (see below). There is no requirement for even coverage of the bullet points in any band. However, in order to access marks in the top band, students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in an informal style (see *Additional guidance*).

The student is expected to produce 60–65 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 3: communication and content mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–3	• Communicates brief information relevant to the task with little development • Limited adaptation of language to narrate, inform and interest; straightforward personal opinions are given with limited justification • Expresses straightforward thoughts and ideas; uses common, familiar language with repetition • Variable use of appropriate register and style
4–6	• Communicates information relevant to the task, with development of the occasional key point and idea • Some effective adaptation of language to narrate and inform; attempts are made to interest and give convincing personal opinions that are occasionally successful • Expresses mainly straightforward thoughts and ideas with the occasional individual thought/idea; some different examples of common, familiar language • Appropriate use of register and style is evident but with inconsistencies
7–9	• Communicates information relevant to the task, with development of some key points and ideas • Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions • Some examples of creative language use to express individual thoughts and ideas; a variety of mainly common, familiar language with the occasional example of uncommon language • Appropriate use of register and style is evident but with occasional inconsistency

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Mark	Descriptor
10–12	• Communicates information relevant to the task with expansion of key points and ideas • Effective adaptation of language to narrate, inform, interest and give convincing personal opinions • Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, some examples of uncommon language • Appropriate use of register and style throughout with minimal inconsistency

Additional guidance

Creative language use – examples of creative language use are:

- using language to create an effect
- using language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

Individual thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

Register and style **definition:** ***informal register and style*** – examples of informal style include colloquial, conversational language that students would use with friends. It also requires use of the informal structure when using, for example, verbs, personal pronouns and possessive adjectives.

Adaptation of language to narrate, inform, interest and give convincing opinions: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest or give a convincing opinion.

Question 3: linguistic knowledge and accuracy mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	• Uses straightforward grammatical structures, some repetition • Produces brief, simple sentences, limited linking of sentences • Variable accuracy with language and structures, variable success when referring to past, present and future events, regular ambiguity; often errors prevent meaning being conveyed
3–4	• Uses mostly straightforward grammatical structures, occasional repetition • Produces occasionally extended sentences linked with familiar, straightforward conjunctions • Some accurate language and structures, including some successful references to past, present and future events, some ambiguity; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed
5–6	• Different examples of straightforward grammatical structures are evident • Produces some extended sentences that are linked with familiar, straightforward conjunctions • Frequently accurate language and structures, including mostly successful references to past, present and future events, occasional ambiguity; sometimes errors occur that hinder clarity of communication
7–8	• Some variation of grammatical structures, occasional complex structure • Produces frequently extended sentences, well linked together • Generally accurate language and structures, including successful references to past, present and future events; occasionally errors occur that hinder clarity of communication

Additional guidance

Complex grammatical structures are considered to be:
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

Straightforward grammatical structures are considered to be:
- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

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Errors that **do not hinder clarity**:
- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:
- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:
- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Question 4 – Foundation tier (12 marks)

Translation mark grids and example responses

Mark grid for sentences (a), (b) and (c), which are worth 2 marks each. The mark grid will be applied to each individual sentence.

Mark	Descriptor
0	No rewardable material
1	Meaning partially communicated with errors that hinder clarity or prevent meaning being conveyed
2	Meaning fully communicated with occasional errors that do not hinder clarity

Question number	Example response
4(a)	Я люблю теннис.
4(b)	Я часто смотрю телевизор.
4(c)	Я отдыхаю в парке.

Mark grid for sentences (d) and (e), which are worth 3 marks each. The mark grid will be applied to each individual sentence.

Mark	Descriptor
0	No rewardable material
1	• Some words are communicated but the overall meaning of the sentence is not communicated
2	• The meaning of the sentence is partially communicated • Linguistic structures and vocabulary are mostly accurate with some errors that hinder clarity or prevent meaning being conveyed
3	• The meaning of the sentence is fully communicated • Linguistic structures and vocabulary are accurate with only occasional errors that do not hinder clarity

Question number	Example response
4(d)	Мой любимый вид спорта – баскетбол, но я не играю в футбол.
4(e)	В субботу я слушал(а) поп-музыку, но я больше люблю/предпочитаю рок-музыку, потому что это интереснее.

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Additional guidance

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity**:
- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:
- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:
- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Russian

Paper 1: Listening and understanding in Russian

Higher tier

Sample assessment material for first teaching
September 2017
Transcript

Paper Reference
1RU0/1H

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1/1

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SECTION A

Мой город

Question 1

Example

F1: Я живу на юге России.

Question 1

F1: Мой город небольшой, но довольно интересный. В центре города можно вкусно и недорого завтракать, обедать и ужинать. Я очень люблю свой город, потому что там каждый вечер идут отличные концерты, оперы и балеты. Летом в городе отдыхают большие группы туристов из разных стран, так как мой город находится в пяти минутах на автобусе от Чёрного моря.

Папа вспоминает школу

Question 2

Example

M2: Антон был большой пессимист.

Question 2

M2: Глеб плохо учился и никогда не хотел работать.

Я не любил Федю. В свободное время он всегда сидел в библиотеке и делал домашние задания.

В школе Шуре всё время было весело. Он был большой оптимист – молодец Шура!

Каждый год на день рождения Андрей дарил мне хороший подарок. Он мне часто помогал, и поэтому я очень любил его.

Филипп не занимался спортом, а сидел на диване и смотрел телевизор.

Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Russian – Sample Assessment Materials – Issue 3
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SECTION B

An open event

Question 3

Example

M1: Дорогие ученики Петербургских школ -

Question 3

M1: - у вас экзамены в этом году? Вы хотите учиться в современном университете? У нас новые лаборатории, если вы будете изучать биологию или химию. Для будущих специалистов мы организуем практику не только здесь, но и в Америке.

F1: Мы рекомендуем вам прийти посмотреть, что есть. Мы будем вас ждать в четверг вечером, в шесть тридцать.

До университета можно доехать из центра города на любом троллейбусе.

School life

Question 4

Example

F1: Никита, расскажи мне о школе.

Question 4

M2: Школа небольшая. Я хорошо учусь и учителя, по-моему, хорошие специалисты, но они довольно строгие.

F1: А что можно делать после уроков?

M2: Я люблю петь в хоре и иногда на спектаклях. У нас сильная школьная команда по плаванию, но мы редко играем в хоккей и футбол. Раньше был обмен со школой в Австрии, но он стоил очень дорого. Я бы с удовольствием поехал туда на неделю.

An evening out

Question 5

Example

M1: На день рождения мы с друзьями решили пойти на фильм.

Question 5

M1: Сначала мы не знали что посмотреть. Шёл фильм о войне, но я его уже посмотрел.

Потом мы узнали, что в шесть тридцать идёт кинокомедия, где играет мой любимый актёр, но фильм уже начался. Фильм ужасов шёл в семь часов, и потом будет испанский детектив.

Мои друзья знали, что я с удовольствием смотрю иностранные фильмы. Поэтому было очень легко выбрать фильм.

Всем понравился фильм – и спецэффекты, и сюжет и актёры. Мы думали, что музыка была слабая, а лучше всего были спецэффекты. Какой классный фильм!

On holiday in Moscow

Question 6

F1: Гостиница мне понравилась. Все были вежливы и хотели помогать клиентам – это очень важно.

M1: Да и было удобно ехать три остановки на метро и мы были уже в центре города – классно!

F1: Хорошо, что мы посетили Кремль рано утром. Обычно там много, много людей, но рано утром было спокойно.

M1: Жаль только, что мы не успели посетить собор. Я не знал, что по вторникам он закрыт.

F1: Всё здесь прекрасно. Только в следующий раз я поеду в Москву весной или осенью. Мне не очень нравится, когда слишком жарко.

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International sports camp

Question 7

M2: Международный спортивный лагерь «Мир спорта» открывается восьмого июня недалеко от города Тверь.

Талантливые люди с пятнадцати до восемнадцати лет могут не только заниматься своими любимыми видами спорта, но и узнать о возможных карьерах в этой области. В лагерь приедут эксперты, чтобы вести семинары по темам «Спортивная медицина», «Спортивное питание» и «Спортивный туризм».

В лагере будут жить спортсмены из Европы и представители самых известных американских и канадских фирм спортивной одежды и моды.

На прощальной вечеринке будет возможность познакомиться со звёздами из мира футбола, тенниса и баскетбола.

Организаторы гарантируют, что участники никогда не забудут этот лагерь.

Green schools

Question 8

Example

M1: Моя школа уже 3 года участвует в проекте «Зелёные школы».

Question 8 Part (a)

M1: На уроках все наши ученики, во всех классах, обсуждают, как защищать нашу планету, и мы думаем, как улучшать нашу экологию. Мне больше всего нравится, когда мы работаем в нашем районе, и потом людям приятнее жить здесь. Недавно по воскресеньям мы работали в местном парке. Мы убрали весь мусор и с помощью спонсора построили фонтан. Сейчас туда приходят и мамы с детьми, и пенсионеры.

Question 8 Part (b)

M1: По-моему, работать лучше, чем сидеть в кабинете и говорить о проблемах. Каждый месяц у нас новая тема, например, в апреле был месяц экономии энергии. Мы успешно сэкономили и электроэнергию и деньги.

Почти все мои друзья и знакомые хотят «здоровую планету», и мы всегда готовы помогать, как можем.

The Sergei Mikhalkov Prize

Question 9

Question 9 Part (a)

F1: По инициативе Сергея Михалкова, известного детского писателя, был создан первый конкурс на лучшую литературу для подростков в две тысячи седьмом году.

В этом конкурсе, который будет проходить каждые два года, может участвовать любой писатель в любом жанре. Бывшие призёры написали фантастику, поэзию, рассказы, детективы. Самое главное, что писатель сам молодой и пишет литературу на русском языке.

Question 9 Part (b)

M1: Михалкова беспокоил тот факт, что молодые люди больше не читают книги, и даже не заходят в книжный магазин или библиотеку. Чтение как хобби стало старомодным, так как молодые читатели сегодня хотят читать о современных проблемах или о чём-то новом.

По плану Михалкова, самые лучшие писатели будут посещать школьные библиотеки, читать лекции и вести мастер-классы, чтобы заинтересовать учеников.

Кроме денег, призёры получат золотую медаль и название «Лауреат международного конкурса Сергея Михалкова».

Life in a cadet school

Question 10

Example

F2: Что такое кадетская школа-интернат? Это школа, где и мальчики и девушки живут и учатся, и где мальчики готовятся служить офицерами в армии.

Question 10 Part (i)

F2: Я думаю, что это нормально для мальчиков, но, честно говоря, мне не так интересно учиться в этой школе.

Почему? Потому что мы, девушки, изучаем как убирать квартиру, как шить, как вкусно готовить, как управлять семейным бюджетом. Короче, как быть хорошей женой офицера.

Question 10 Part (ii)

F2: Я раньше училась в обычной школе, где учился мой старший брат. Но, к сожалению, родители решили, что мне надо будет учиться здесь.

Брат сейчас живёт и работает за границей, и родители этому очень рады. Правда, он зарабатывает меньше денег, чем хочет, но каждый день он с удовольствием ходит на работу. Молодец!

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Write your name here

Surname	Other names

Pearson Edexcel
Level 1/Level 2 GCSE (9–1)

Centre Number	Candidate Number

Russian

Paper 1: Listening and understanding in Russian

Higher Tier

Sample assessment material for first teaching September 2017
Time: 40 minutes and 5 minutes' reading

Paper Reference
1 RU0/1H

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in Sections A and B.
- Questions in Section A are set in Russian.
- Questions in Section B are set in English.
- Answer the questions in the spaces provided – *there may be more space than you need.*
- You must **not** use a dictionary.

Information

- You have 5 minutes to read through the paper before the first extract starts.
- You may make notes during these 5 minutes.
- You will hear the extract twice. You may write at any time during the tests. There will be a pause between each question.
- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets – *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ▶

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1/1

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Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

SECTION A

Мой город

1 София говорит о городе.

Поставьте пропущенные слова в подходящие места. Внимание! Не все слова нужны.

мало	скучный	далеко	магазины
недалеко	севере	рестораны	спектакли
маленький	танцы	~~юге~~	много

Пример: София живёт на **юге** России.

(a) Её город .....

(1)

(b) В центре города есть хорошие .....

(1)

(c) Вечером можно ходить на .....

(1)

(d) Летом в городе живёт ..... туристов.

(1)

(e) Чёрное море ..... от города.

(1)

(Total for Question 1 = 5 marks)

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Папа вспоминает школу

2 Папа вспоминает школу и друзей в России.

Выберите одно из следующих слов: **ленивый, добрый, трудолюбивый, пессимистичный**. Можно поставить одно слово несколько раз.

Пример: Антон был **пессимистичный**

(а) Глеб был .....

(1)

(б) Федя был .....

(1)

(в) Шура не был .....

(1)

(д) Андрей всегда был .....

(1)

(г) Филипп часто был .....

(1)

(Total for Question 2 = 5 marks)

TOTAL FOR SECTION A = 10 MARKS

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SECTION B

An open event

3 You hear an advert on local radio while staying in Russia.

Listen to the recording and complete the sentences by putting a cross ☒ in the correct box for each question.

Example: The university is in …

☒	**A** St Petersburg
☐	**B** Tambov
☐	**C** Novgorod
☐	**D** Vyborg

(i) The advertisement is aimed at…

☐	**A** university students
☐	**B** school leavers
☐	**C** foreign students
☐	**D** teachers

(ii) The advertisement is of particular interest to future …

☐	**A** scientists
☐	**B** engineers
☐	**C** lawyers
☐	**D** architects

(iii) The event will be…

☐	**A** in the morning
☐	**B** in the afternoon
☐	**C** in the evening
☐	**D** all day

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(iv) You are given information about…

☒	**A** getting there
☒	**B** contacts
☒	**C** meals availability
☒	**D** accommodation

(Total for Question 3 = 4 marks)

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School life

4 Nikita is talking about his school in Omsk.

What does he mention?

Listen to the recording and put a cross ☒ in each one of the three correct boxes.

☒	**Example**	size of his school
☐	**A**	location of his school
☐	**B**	teachers
☐	**C**	timing of his lessons
☐	**D**	after school activities
☐	**E**	school uniform
☐	**F**	school meals
☐	**G**	travel abroad

(Total for Question 4 = 3 marks)

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QUESTION 5 BEGINS ON THE NEXT PAGE

An evening out

5 You overhear two friends in a café in Voronezh talking about a visit to the cinema.

What do they say?

Listen to the recording and put a cross ☒ in the correct box for each question.

Example: They are talking about……

☐	**A** a school trip
☒	**B** a birthday treat
☐	**C** an end of term celebration
☐	**D** a family outing

(i) The comedy was starting at…

☐	**A** 6.30
☐	**B** 7.00
☐	**C** 7.30
☐	**D** 8.00

(ii) They decided to watch a…

☐	**A** war film
☐	**B** comedy
☐	**C** Spanish film
☐	**D** horror film

(iii) Most of all, they enjoyed the……

☐	**A** acting
☐	**B** special effects
☐	**C** plot
☐	**D** music

(Total for Question 5 = 3 marks)

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On holiday in Moscow

6 You are on holiday in Moscow and hear some tourists talking about their plans and experiences.

Listen to the conversation and answer the following questions **in English**.

(a) Give **two** reasons why they were particularly happy with the hotel.

(2)

.....

.....

(b) What problem did they think they would have at the Kremlin?

(1)

.....

(c) What had left them disappointed?

(1)

.....

(d) How might they change their next visit to Moscow?

(1)

.....

(Total for Question 6 = 5 marks)

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International sports camp

7 You and your friend are sitting in a café in Tver' when an article which particularly interests your friend comes up on local TV.

Listen to the information and answer the following questions **in English**.

(a) Name **one** of the requirements needed to take part in the sports camp.

(1)

.....

(b) Apart from the opportunity to play sport, how might the camp benefit a participant's future?

(1)

.....

(c) Why are clothing and fashion mentioned?

(1)

.....

(d) What opportunity will there be at the closing party?

(1)

.....

(e) How do the organisers guarantee participants will feel after the camp?

(1)

.....

(Total for Question 7 = 5 marks)

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QUESTION 8 BEGINS ON THE NEXT PAGE

Green schools

8 Kostya, from North Kazakhstan, is on a podcast explaining his school's involvement in the regional "Green Schools Project".

Listen to the recording and put a cross ☒ in the correct box for each question.

Example: Kostya's school has been involved in the project for…

☐	**A** two years
☒	**B** three years
☐	**C** four years
☐	**D** five years

Part (a)

(i) Being in the "Green Schools Project" is…

☐	**A** only about the school environment
☐	**B** a whole school project
☐	**C** exclusively for older students
☐	**D** only for volunteers

(ii) The students undertook a project……

☐	**A** after school
☐	**B** at weekends
☐	**C** during the holidays
☐	**D** instead of some lessons

(iii) Students from the school helped …

☐	**A** renovate an old building
☐	**B** clean up a river
☐	**C** make a space just for children
☐	**D** make a space more pleasant to visit

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Part (b)

(i) Kostya particularly enjoys…

☒	**A** "hands on" projects
☒	**B** debating issues
☒	**C** researching environmental problems
☒	**D** meeting other conservationists

(ii) In April, the focus at school included…

☒	**A** turning off taps
☒	**B** switching off lights
☒	**C** re-using carrier bags
☒	**D** walking to school

(iii) Kostya's school friends' attitude to being in the "Green School Project" is…

☒	**A** enthusiastic
☒	**B** bored
☒	**C** indifferent
☒	**D** irritated

(Total for Question 8 = 6 marks)

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The Sergei Mikhalkov Prize

9 You hear an item on the radio during a book programme.

Listen to the report and answer the following questions **in English**.

Part (a)

(i) Who exactly was Sergei Mikhalkov?

(1)

(ii) When was the prize first created?

(1)

(iii) How often is the prize awarded?

(1)

(iv) What are the **two** conditions placed on nominations for the award?

(2)

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Part (b)

The item continues.

(i) What prompted Mikhalkov to create this award? Mention **two** things.

(2)

.....

.....

(ii) In what way does his plan hope to benefit schools? Mention **two** things.

(2)

.....

.....

(iii) In addition to a cash prize, what will the winner receive? Mention **one** thing.

(1)

.....

(Total for Question 9 = 10 marks)

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Life in a cadet school

10 Yulia is telling you about her own and her family's attitude to education, future plans and work.

Put a cross ☒ in each of the **two** correct boxes for each question.

(i) What does she say about her school?

(2)

☒	**Example**	She lives at the school and also studies there.
☐	**A**	She is not against the idea of cadet schools for boys.
☐	**B**	She enjoys practical subjects.
☐	**C**	She finds her curriculum quite boring.
☐	**D**	She is happy with where this education will lead her.
☐	**E**	She is in favour of single-sex education.

(ii) What does she say about her family's attitudes?

(2)

☐	**A**	Her parents think she should choose her own future.
☐	**B**	Her brother thinks he has made wrong career choices.
☐	**C**	Her parents have treated her and her brother differently.
☐	**D**	Her parents are unhappy with her brother's choices.
☐	**E**	Her brother thinks enjoying your job is more important than a good salary.

(Total for Question 10 = 4 marks)

TOTAL FOR SECTION B = 40 MARKS
TOTAL FOR PAPER = 50 MARKS

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Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Russian – Sample Assessment Materials – Issue 3
December 2022 © Pearson Education Limited 2022

GCSE Russian Higher tier
Paper 1 Mark scheme

There are no marks for quality of language or spelling in this paper, therefore errors in the Russian script will be tolerated as long as the message is not ambiguous and it does not prevent communication. Such errors include where a candidate has mis-copied a Russian word or name.

SECTION A

Question number	Answer	Mark
1(a)	МАЛЕНЬКИЙ	(1)

Question number	Answer	Mark
1(b)	РЕСТОРАНЫ	(1)

Question number	Answer	Mark
1(c)	СПЕКТАКЛИ	(1)

Question number	Answer	Mark
1(d)	МНОГО	(1)

Question number	Answer	Mark
1(e)	НЕДАЛЕКО	(1)

Question number	Answer	Mark
2(a)	ЛЕНИВЫЙ	(1)

Question number	Answer	Mark
2(b)	ТРУДОЛЮБИВЫЙ	(1)

Question number	Answer	Mark
2(c)	ПЕССИМИСТИЧНЫЙ	(1)

Question number	Answer	Mark
2(d)	ДОБРЫЙ	(1)

Question number	Answer	Mark
2(e)	ЛЕНИВЫЙ	(1)

SECTION B

Question number	Answer	Mark
3(i)	B	(1)

Question number	Answer	Mark
3(ii)	A	(1)

Question number	Answer	Mark
3(iii)	C	(1)

Question number	Answer	Mark
3(iv)	A	(1)

Question number	Answer	Mark
4	B, D, G	(3)

Question number	Answer	Mark
5(i)	A	(1)

Question number	Answer	Mark
5(ii)	C	(1)

Question number	Answer	Mark
5(iii)	B	(1)

Question number	Answer	Reject	Mark
6(a)	Any **two** of the following: politeness of staff(1) customer service/wanted to help customers(1) not far from/near the city centre /3 metro stops from the city centre (1)		(2)

Question number	Answer	Reject	Mark
6(b)	Any **one** of the following: lots of people there (1) it would be (very) busy (1)		(1)

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Question number	Answer	Reject	Mark
6(c)	Any **one** of the following: the cathedral was closed (1) they couldn't visit the cathedral (1) they didn't get to see the cathedral (1)	The cathedral	**(1)**

Question number	Answer	Reject	Mark
6(d)	Any **one** of the following: they would come in spring/ autumn/at a different time (of year) (1) they would come when it was not so hot /when it was cooler (1)		**(1)**

Question number	Answer	Reject	Mark
7(a)	Any **one** of the following: talented/good at sport (1) aged 15-18 years (1)	young	**(1)**

Question number	Answer	Reject	Mark
7(b)	obtain information on careers (in sport)		**(1)**

Question number	Answer	Reject	Mark
7(c)	Any **one** of the following: firms (companies) are there (1) representatives from Canadian/American (or foreign) (clothing/fashion) firms are there (at the sports camp) (1)		**(1)**

Question number	Answer	Reject	Mark
7(d)	Any **one** of the following: to meet (famous) sports stars (1) to meet footballers/tennis players/basketball players (1)		**(1)**

Question number	Answer	Reject	Mark
7(e)	Any **one** of the following: you/they will never forget (1) you/theywon't forget it (1) (it is) unforgettable (1)		**(1)**

Question number	Answer	Mark
8(a)(i)	B	**(1)**

Question number	Answer	Mark
8(a)(ii)	B	**(1)**

Question number	Answer	Mark
8(a)(iii)	D	**(1)**

Question number	Answer	Mark
8(b)(i)	A	**(1)**

Question number	Answer	Mark
8(b)(ii)	B	**(1)**

Question number	Answer	Mark
8(b)(iii)	A	**(1)**

Question number	Answer	Reject	Mark
9(a)(i)	(a famous/well-known) children's writer		**(1)**

Question number	Answer	Reject	Mark
9(a)(ii)	2007		**(1)**

Question number	Answer	Reject	Mark
9(a)(iii)	every 2 years		**(1)**

Question number	Answer	Reject	Mark
9(a)(iv)	writers must be young (1) work must be written in Russian (1)		**(2)**

Question number	Answer	Reject	Mark
9(b)(i)	Any **two** of the following: he was concerned (worried) (1) young people were no longer reading/didn't go into bookshops (libraries) (1) reading had become old fashioned (1)		**(2)**

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Question number	Answer	Reject	Mark
9(b)(ii)	Any **two** of the following: (the) best authors would come to their (school) libraries(1) give lectures (1)/ lead (master) classes (1) get students interested (in reading) (1)		**(2)**

Question number	Answer	Reject	Mark
9(b)(iii)	Any **one** of the following: receive a (gold) medal(1) given the title "Winner (Laureate) of the Sergei Mikhalkov international competition"(1)		**(1)**

Question number	Answer	Mark
10(i)	A, C	**(2)**

Question number	Answer	Mark
10(ii)	C, E	**(2)**

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Russian

Paper 2: Speaking in Russian
General instructions to the teacher

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2H

You do not need any other materials.

General instructions to the teacher conducting the assessment

- The examination is made up of **three** tasks.
- The tasks **must** be conducted in the following order: role play, picture-based task, conversation.
- The total examination will last between 10 to 12 minutes.
- Candidates must be allowed 12 minutes' preparation time under supervised conditions to prepare for the role play and the picture-based task.
- The preparation time must be immediately before the examination time.
- The preparation time must be used **only** to study the stimuli provided. It is not to be used to prepare for the conversation (Task 3).
- Candidates can make notes of up to a maximum of one side of A4 paper to cover **both** Task 1 and Task 2. Candidates must **not** read out whole, prepared sentences in answer to questions.
- Candidates may refer to their notes during Task 1 and Task 2 only.
- Candidates must **not** write on the stimuli.
- Candidates must **not** have access to a dictionary or any other resource, including a mobile phone, during the preparation and examination time.
- Candidates must return their notes and the stimuli after completing Task 2 but **before** starting Task 3.

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General instructions to the teacher conducting the assessment (continued)

- Any notes made during the preparation time must be kept by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.
- It is the teacher's responsibility to cover all parts of each task to ensure that the candidate is able to access the maximum amount of marks available.
- Teachers must use the Sequencing grid provided by Pearson for the allocation of the role-play stimulus card, picture-based stimulus card and the second theme for the conversation. This grid has been designed to help ensure each candidate covers a broad range of themes from the specification.
- The subject matter of the stimulus cards should not cause distress to the candidate. The teacher needs to decide in advance of the examination if any distress might be caused. If any of the cards are likely to cause distress to the candidate, then the teacher must offer the card from the next row of the sequencing grid.

The speaking assessment will begin with the role play. The role-play theme will be allocated by Pearson using the sequencing grid.

Task 1: Role play

- The role play is recommended to last between two to two-and-a-half minutes.
- The purpose of the role play is to assess communication through understanding and responding, including the ability to ask questions and use the correct register.
- The set questions and comments must be asked as they are presented.
- There must be no supplementary questions and no re-phrasing. The statements/ questions may be repeated but no more than twice.

At the end of the role play, the speaking assessment will move to the picture-based task. The picture-based task theme will be allocated by Pearson using the sequencing grid.

Task 2: Picture-based task

- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The purpose of the picture-based task is to assess communication though exchanging opinions, providing descriptions, and narrating events.
- The set questions and comments must be asked as they are presented.
- There must be no re-phrasing. The questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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At the end of the picture-based task, the speaking assessment will move to the conversation.

The conversation is in **two** parts, each covering a separate theme.

For Part 1, the candidate will select one topic from one theme in advance.

For Part 2, a separate theme will be allocated by Pearson using the sequencing grid.

Task 3: Conversation

- The whole conversation (Parts 1 and 2) is recommended to last between five to six minutes.
- The purpose of the conversation task is to assess the ability to develop conversations and discussions, including giving opinions. Candidates must initiate the conversation.
- An equal amount of time must be allocated to each of the two themes.

Conversation Part 1

- This part of the conversation opens with the first topic chosen by the candidate. The topic is drawn from any one of the five themes listed in the specification. The candidate may choose to focus on any aspect(s) of the chosen topic as each has a number of different features.
- This topic must be selected by the candidate no later than two weeks before the date of assessment.
- To enable them to make a confident start, allow the candidate to state their chosen aspect(s) from their nominated topic and to talk about this aspect/these aspects for up to one minute.
- The conversation must continue on the chosen topic and may extend to other topics within the same theme if necessary to ensure that candidates use the recommended time for this task most effectively.

Conversation Part 2

- For each candidate, there is a choice of two themes on the sequencing grid.
- Part 2 **must** cover a different theme to Part 1 and the teacher must use the sequencing grid to determine the theme.
- This part of the conversation task may focus on one or more topics from the selected theme if necessary to ensure that candidates use the recommended time for this task most effectively.
- Throughout the conversation in order to facilitate a genuine and spontaneous interaction, the nature of questions should enable candidates to:
  - answer questions freely, in turn allowing them to produce extended sequences of speech
  - develop conversations and discussions
  - give and justify own thoughts and opinions
  - refer to past, present and future events.

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GCSE Russian Higher Tier

Please use the sequencing grid below in arranging and conducting speaking assessments.

For example:

Candidate 1 Higher tier

- Role play HR7
- Picture card HP7
- Conversation 1: (Student-selected) Theme 1
- Conversation 2: Theme 2 OR Theme 5

If Candidate 1 has selected Theme 3 for Task 3 – Conversation 1, refer to the next position in the grid – i.e. Candidate 2

Where consecutive candidates select the same theme for Task 3 – Conversation 1 (e.g. Theme 2) move onto the subsequent Theme 2 sequence for each candidate.

For example:

1st candidate:	Candidate 1 grid
2nd candidate:	Candidate 3 grid
3rd candidate:	Candidate 5 grid
4th candidate:	Candidate 6 grid
5th candidate:	Candidate 7 grid

The candidate selection of theme and topic for Conversation 1 is known in advance of the speaking assessment. Please arrange and conduct assessments as per the prescribed sequence, based upon the Conversation 1 theme.

If conducting more than 10 tests in a day, return to the beginning of the sequence after the 10th candidate.

If conducting tests on more than one day, start each new day at the beginning of the sequence.

Themes:

Theme 1 – Identity and Culture
Theme 2 – Local area, holiday and travel
Theme 3 – School
Theme 4 – Future aspirations, work and study
Theme 5 – International and global dimension

Sample sequencing grid

Candidate Order	Task 1	Task 2	Task 3	
	Pearson Allocated	Pearson Allocated	Candidate Selection*	Teacher Selection
	Role Play	Picture Based	Conversation 1	Conversation 2
Candidate 1	HR7 (Theme 3)	HP7 (Theme 4)	Theme 1	Theme 2 OR Theme 5
		HP9 (Theme 5)	Theme 2	Theme 1 OR Theme 4
		HP1 (Theme 1)	Theme 4	Theme 2 OR Theme 5
		HP3 (Theme 2)	Theme 5	Theme 1 OR Theme 4
Candidate 2	HR4 (Theme 2)	HP5 (Theme 3)	Theme 1	Theme 4 OR Theme 5
		HP1 (Theme 1)	Theme 3	Theme 4 OR Theme 5
		HP10 (Theme 5)	Theme 4	Theme 1 OR Theme 3
		HP7 (Theme 4)	Theme 5	Theme 1 OR Theme 3
Candidate 3	HR2 (Theme 1)	HP8 (Theme 4)	Theme 2	Theme 3 OR Theme 5
		HP9 (Theme 5)	Theme 3	Theme 2 OR Theme 4
		HP6 (Theme 3)	Theme 4	Theme 2 OR Theme 5
		HP3 (Theme 2)	Theme 5	Theme 3 OR Theme 4
Candidate 4	HR5 (Theme 4)	HP10 (Theme 5)	Theme 1	Theme 2 OR Theme 3
		HP2 (Theme 1)	Theme 2	Theme 3 OR Theme 5
		HP4 (Theme 2)	Theme 3	Theme 1 OR Theme 5
		HP5 (Theme 3)	Theme 5	Theme 1 OR Theme 2
Candidate 5	HR6 (Theme 2)	HP8 (Theme 4)	Theme 1	Theme 3 OR Theme 5
		HP1 (Theme 1)	Theme 3	Theme 4 OR Theme 5
		HP9 (Theme 5)	Theme 4	Theme 1 OR Theme 3
		HP5 (Theme 3)	Theme 5	Theme 1 OR Theme 4

Candidate 6	HR10 (Theme 3)	HP9 (Theme 5)	Theme 1	Theme 2 OR Theme 4
		HP8 (Theme 4)	Theme 2	Theme 1 OR Theme 5
		HP4 (Theme 2)	Theme 4	Theme 1 OR Theme 5
		HP2 (Theme 1)	Theme 5	Theme 2 OR Theme 4
Candidate 7	HR3 (Theme 1)	HP7 (Theme 4)	Theme 2	Theme 3 OR Theme 5
		HP10 (Theme 5)	Theme 3	Theme 2 OR Theme 4
		HP5 (Theme 3)	Theme 4	Theme 2 OR Theme 5
		HP4 (Theme 2)	Theme 5	Theme 3 OR Theme 4
Candidate 8	HR9 (Theme 4)	HP3 (Theme 2)	Theme 1	Theme 3 OR Theme 5
		HP9 (Theme 5)	Theme 2	Theme 1 OR Theme 3
		HP1 (Theme 1)	Theme 3	Theme 2 OR Theme 5
		HP5 (Theme 3)	Theme 5	Theme 1 OR Theme 2
Candidate 9	HR8 (Theme 3)	HP4 (Theme 2)	Theme 1	Theme 4 OR Theme 5
		HP8 (Theme 4)	Theme 2	Theme 1 OR Theme 5
		HP10 (Theme 5)	Theme 4	Theme 1 OR Theme 2
		HP2 (Theme 1)	Theme 5	Theme 2 OR Theme 4
Candidate 10	HR1 (Theme 1)	HP8 (Theme 4)	Theme 2	Theme 3 OR Theme 5
		HP3 (Theme 2)	Theme 3	Theme 4 OR Theme 5
		HP9 (Theme 5)	Theme 4	Theme 2 OR Theme 3
		HP6 (Theme 3)	Theme 5	Theme 2 OR Theme 4

*** Arrows show the order that tasks must take place but sequencing is driven by the topic that the student has selected, ie column 'Candidate Selection.'**

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Russian

Paper 2: Speaking in Russian
Task 1: Role play
Instructions to the candidate

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to question

Turn over ▶

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STIMULUS HR1

Topic: Daily life

Instructions to candidates:

Whilst on holiday with your family in Russia you have a problem with your mobile phone and go to a mobile phone shop. The teacher will play the part of the shop assistant and will speak first.

You must address the shop assistant as **Вы**.

You will talk to the teacher using the five prompts below.

- where you see - **?** - you must ask a question
- where you see - **!** - you must respond to something you have not prepared

Task

Вы в магазине мобильных телефонов. Вы говорите с продавцом/ продавщицей.

1. Проблема с мобильным телефоном - описать
2. **!**
3. В России – сколько времени
4. **?** Новый телефон
5. **?** Новый телефон - цена

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Russian

Paper 2: Speaking in Russian
Task 1: Role play
Instructions to the teacher

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.

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STIMULUS HR1

Topic: Daily life

Instructions to teacher:

- **Address the candidate as *Вы***
- **The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.**

Begin the role play with the following introduction:

Вы в магазине мобильных телефонов. Вы говорите с продавцом/продавщицей

1	***Как Вам помочь?*** Allow the candidate to describe the problem with their phone.
2	**!** ***Что Вы делали недавно с телефоном?*** Allow the candidate to say what they have done with his/her phone recently.
3	***Понятно. Сколько времени Вы здесь в России?*** Allow the candidate to say how they are here for. ***Хорошо!***
4	**?** Allow the candidate to ask you if they can have a new phone. ***Посмотрим*.**
5	**?** Allow the candidate to ask you the cost of the new phone. *Give an appropriate brief response.*

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Russian

Paper 2: Speaking in Russian
Task 1: Role play
Instructions to the candidate

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to question

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STIMULUS HR2

Topic: Who am I?

Instructions to candidates:

You are talking about friends and family with your Russian friend. The teacher will play the part of the friend and will speak first.

You must address your penfriend as **ты**.

You will talk to the teacher using the five prompts below.

- where you see - **?** - you must ask a question
- where you see - **!** - you must respond to something you have not prepared

Task

Ты говоришь о друзьях и семье с русским другом/ русской подругой.

1. Отношения с семьёй - описать
2. Лучший друг/лучшая подруга - описать
3. **!**
4. **?** Семья и друзья – мнение
5. **?** Друзья – тебе важно

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Russian

Paper 2: Speaking in Russian
Task 1: Role play
Instructions to the teacher

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.

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STIMULUS HR2

Topic: Who am I?

Instructions to teacher:

- **Address the candidate as *ты***
- **The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.**

Begin the role play with the following introduction:

Ты говоришь о друзьях и семье с русским другом/ русской подругой.

1	***Опиши отношения с твоей семьёй***. Allow the candidate to describe his/her relationship with his/her family.
2	***Опиши твоего лучшего друга/лучшую подругу***. Allow candidate to describe his/her best friend.
3	**!** ***Что ты делал(а) недавно с друзьями?*** Allow the candidate to say what s/he has recently done with his/her friends. ***Интересно.***
4	**?** Allow the candidate to ask your opinion of family and friends. *Give an appropriate brief response.*
5	**?** Allow the candidate to ask you about the importance of friends. *Give an appropriate brief response.*

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Russian

Paper 2: Speaking in Russian
Task 1: Role play
Instructions to the candidate

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
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- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to question

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STIMULUS HR3

Topic: Cultural life

Instructions to candidates:

Whilst on holiday you are at a Russian tourist office buying tickets for a concert. You are talking to the employee. The teacher will play the role of the employee and will speak first.

You must address the employee as **Вы**.

You will talk to the teacher using the five prompts below.

- where you see - **?** - you must ask a question
- where you see - **!** - you must respond to something you have not prepared

Task

Вы покупаете билеты на концерт. Вы говорите с продавцом/продавщицей.

1. Концерт - заказ
2. Этот концерт - почему
3. **!**
4. **?** Концерт - транспорт
5. **?** Концерт – конец

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Russian

Paper 2: Speaking in Russian
Task 1: Role play
Instructions to the teacher

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.

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STIMULUS HR3

Topic: Cultural life

Instructions to teacher:

- **Address the candidate as *Вы***
- **The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.**

Begin the role play with the following introduction:

Вы покупаете билеты на концерт. *Вы говорите с продавцом/продавщицей.*

1	***Как Вам помочь?*** Allow the candidate to say that s/he wishes to book seats for a concert.
2	***Почему Вы хотите сходить на этот концерт ?*** Allow the candidate to tell you why/s/he wants to go to this concert.
3	**!** ***Как был последний концерт, который Вы смотрели ?*** Allow the candidate to tell you what the last concert s/he went to was like. ***Ну, хорошо.***
4	**?** Allow the candidate to ask you about transport to the concert. *Give an appropriate brief response.*
5	**?** Allow the candidate to ask you about the end of the concert. *Give an appropriate brief response.*

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Russian

Paper 2: Speaking in Russian
Task 1: Role play
Instructions to the candidate

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to question

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STIMULUS HR4

Topic: Travel and tourist transactions

Instructions to candidates:

You are on holiday in St Petersburg with your family and have lost your rucksack. You are reporting this at the lost property office. Your teacher will play the part of the employee and will speak first.

You must address the officer as **Вы**.

You will talk to the teacher using the five prompts below.

- where you see - **?** - you must ask a question
- where you see - **!** - you must respond to something you have not prepared

Task

Вы в бюро находок. Вы говорите с помощником.

1. Рюкзак – описать
2. Рюкзак – что в нём
3. **!**
4. **?** Бюро находок – номер телефона
5. **?** Бюро находок – часы работы

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Russian

Paper 2: Speaking in Russian
Task 1: Role play
Instructions to the teacher

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.

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STIMULUS HR4

Topic: Travel and tourist transactions

Instructions to teacher:

- **Address the candidate as *Вы***
- **The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.**

Begin the role play with the following introduction:

Вы в бюро находок. Вы говорите с помощником.

1	***Опишите Ваш рюкзак.*** Allow the candidate to describe their rucksack.
2	***Скажите, что есть в рюкзаке?*** Allow the candidate to describe the contents of their rucksack.
3	**!** ***Что Вы делали когда Вы потеряли рюкзак?*** Allow the candidate to say what they were doing (**when they lost the item).** ***Понятно.***
4	**?** Allow the candidate to ask you telephone details of the lost property office. *Give an appropriate brief response.*
5	**?** Allow the candidate to ask you for the opening hours of the lost property office. *Give an appropriate brief response.*

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Russian

Paper 2: Speaking in Russian
Task 1: Role play
Instructions to the candidate

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to question

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STIMULUS HR5

Topic: Using languages beyond the classroom

Instructions to candidates

You are working in the restaurant of a hotel near where you live during the summer and you speak to a Russian tourist. Your teacher will play the role of the tourist and will speak first.

You must address the tourist as **Вы**.

You will talk to the teacher using the five prompts below.

- Where you see - **?** - you must ask a question.
- Where you see - **!** - you must respond to something you have not prepared.

Task

Летом Вы работаете в ресторане в гостинице в Вашем районе. Вы говорите с русским туристом.

1. Экскурсия - рекомендовать
2. Ваш район - мнение
3. **!**
4. **?** Завтрак - обычно
5. **?** Каникулы – сколько времени

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Russian

Paper 2: Speaking in Russian
Task 1: Role play
Instructions to the teacher

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.

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STIMULUS HR5

Topic: Using languages beyond the classroom

Instructions to teacher

- **You must address the candidate as Вы.**
- **The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.**

Begin the role play with the following introduction.

Летом Вы работаете в ресторане в гостинице в Вашем районе. Вы говорите с русским туристом.

1	***Что Вы мне рекомендуете делать на этот уик-энд?*** Allow the candidate to recommend a trip for the weekend.
2	***Что Вы думаете о Вашем районе?*** Allow the candidate to say what they think of their region.
3	**!** ***Что Вы делали в прошлом году во время летних каникул?*** Allow the candidate to say what they did during their last summer holidays. ***Хорошо!***
4	**?** Allow the candidate to ask you what you normally eat for breakfast *Give an appropriate brief response.*
5	**?** Allow the candidate to ask you how long your holidays are. *Give an appropriate brief response.*

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Russian

Paper 2: Speaking in Russian
Task 1: Role play
Instructions to the candidate

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
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- You may ask for questions to be repeated.
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STIMULUS HR6

Topic: Travel and tourist transactions

Instructions to candidates:

You are at the reception of a hotel in Moscow arranging breakfast for your family. The teacher will play the role of the receptionist and will speak first.

You must address the receptionist as **Вы**

You will talk to the teacher using the five prompts below.

- where you see - **?** - you must ask a question
- where you see - **!** - you must respond to something you have not prepared

Task

Вы у регистрации в гостинице в Москве. Вы хотите заказать завтрак для семьи.

1. Завтрак в номере – сколько человек
2. Город – мнение
3. **!**
4. **?** Завтрак – час
5. **?** Ресторан – рекомендация

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Russian

Paper 2: Speaking in Russian
Task 1: Role play
Instructions to the teacher

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.

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STIMULUS HR6

Topic: Travel and tourist transactions

Instructions to teacher:

- **Address the candidate as *Вы*.**
- **The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.**

Begin the role play with the following introduction:

Вы у регистрации в гостинице в Москве. Вы хотите заказать завтрак для семьи.

1	***Как Вам помочь?*** Allow the candidate to order breakfast for (…) people in their hotel room.
2	**Конечно*!* Что Вы думаете об этом городе*?*** Allow the candidate to give their opinion of the town.
3	**!** ***Что Вы уже делали здесь в России?*** Allow the candidate to say what they have been doing in Russia. ***Интересно!***
4	**?** Allow the candidate to ask you what time breakfast is. *Give an appropriate brief response.*
5	**?** Allow the candidate to ask you for a restaurant recommendation. *Give an appropriate brief response.*

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Russian

Paper 2: Speaking in Russian
Task 1: Role play
Instructions to the candidate

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to question

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STIMULUS HR7

Topic: What school is like

Instructions to candidates:

You are spending the day with your Russian friend at their school. Your teacher will play the role of the friend and will speak first.

You must address the exchange partner as **ты**.

You will talk to the teacher using the five prompts below.

- where you see - **?** - you must ask a question
- where you see - **!** - you must respond to something you have not prepared

Task

Ты проводишь день с русским другом/русской подругой и вы говорите о школе в России и в твоей стране.

1. Школьный день – начинаться
2. Школьная форма – мнение
3. **!**
4. **?** Предмет – последний урок
5. **?** Обед – что делать

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Russian

Paper 2: Speaking in Russian
Task 1: Role play
Instructions to the teacher

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.

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STIMULUS HR7

Topic: What school is like

Instructions to teacher:

- **Address the candidate as *ты***
- **The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.**

Begin the role play with the following introduction:

Ты проводишь день с русским другом/русской подругой и вы говорите о школе в России и в твоей стране.

1	***В котором часу твоя школа начинается?*** Allow the candidate to say when his/her school starts.
2	***Что ты думаешь о школьной форме?*** Allow the candidate to say what s/he thinks of wearing a school uniform.
3	**!** ***Скажи мне о твоей последней экскурсии со школой.*** Allow the candidate to describe the last school trip s/he went on. ***Интересно.***
4	**?** Allow the candidate to ask you what the last lesson of the day is. *Give an appropriate brief response.*
5	**?** Allow the candidate to ask you what you do at lunchtime. *Give an appropriate brief response.*

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Russian

Paper 2: Speaking in Russian
Task 1: Role play
Instructions to the candidate

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to question

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STIMULUS HR8

Topic: School activities

Instructions to candidates:

You are talking to your Russian friend about clubs that take place in each of your schools. The teacher will play the role of the friend and will speak first.

You must address your Russian friend as **ты**

You will talk to the teacher using the five prompts below.

- where you see - **?** - you must ask a question
- where you see - **!** - you must respond to something you have not prepared

Task

Ты говоришь с русским другом/русской подругой о школьных клубах и кружках.

1. Школьные клубы и кружки – описать
2. Любимый клуб или кружок – почему
3. **!**
4. **?** Школьные клубы – платить
5. **?** Школьные клубы и кружки – расписание

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Russian

Paper 2: Speaking in Russian
Task 1: Role play
Instructions to the teacher

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.

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STIMULUS HR8

Topic: School activities

Instructions to teacher:

- **Address the candidate as *ты***
- **The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.**

Begin the role play with the following introduction:

Ты говоришь с русским другом/русской подругой о школьных клубах и кружках.

1	***Опиши клубы в твоей школе.*** Allow the candidate to describe the school clubs.
2	***Какой у тебя любимый клуб или кружок и почему?*** Allow the candidate to say what his/her club is and why.
3	**!** ***Скажи мне, что ты сделал(а) недавно в школьном клубе?*** Allow the candidate to say what s/he has done recently in a school club. ***Хорошо.***
4	**?** Allow the candidate to ask about payment for school clubs. *Give an appropriate brief response*.
5	**?** Allow the candidate to ask you about the clubs schedule. *Give an appropriate brief response*.

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Russian

Paper 2: Speaking in Russian
Task 1: Role play
Instructions to the candidate

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to question

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STIMULUS HR9

Topic: Ambitions

Instructions to candidates:

You want to do voluntary work in a Russian children's organisation in your area. The teacher will play the part of the organiser and will speak first.

You must address the organiser as **Вы**.

You will talk to the teacher using the five prompts below.

- where you see - **?** - you must ask a question
- where you see - **!** - you must respond to something you have not prepared

Task

Вы хотите работать волонтёром в русской организации для детей в Вашем районе. Вы говорите с организатором.

1. Работа с детьми – мнение
2. Работать волонтёром – почему
3. **!**
4. **?** Работа – часы
5. **?** Начинаться – когда

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Russian

Paper 2: Speaking in Russian
Task 1: Role play
Instructions to the teacher

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.

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STIMULUS HR9

Topic: Ambitions

Instructions to teacher:

- **Address the candidate as *Вы***
- **The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.**

Begin the role play with the following introduction:

Вы хотите работать волонтёром в русской организации для детей в Вашем районе. Вы говорите с организатором.

1	***Что Вы думаете о работе с детьми?*** Allow the candidate to to say what they think about working with children.
2	***Почему Вы хотите работать волонтёром?*** Allow the candidate to say why they are interested in voluntary work.
3	**!** ***Сколько у Вас времени для этой работы?*** Allow the candidate to state the time they are available. ***Хорошо.***
4	**?** Allow the candidate to ask you about the hours of work. *Give an appropriate brief response.*
5	**?** Allow the candidate to ask you when they can start. *Give an appropriate brief response.*

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Russian

Paper 2: Speaking in Russian
Task 1: Role play
Instructions to the candidate

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to question

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STIMULUS HR10

Topic: What school is like

Instructions to candidates:

You are at home talking to your Russian friend about school life. The teacher will play the role of your Russian friend and will speak first.

You must address your Russian friend as **ты**.

You will talk to the teacher using the five prompts below.

- where you see - **?** - you must ask a question
- where you see - **!** - you must respond to something you have not prepared

Task

Ты дома с русским другом/русской подругой. Ты говоришь о школе.

1. Домашнее задание - когда
2. Учитель(ница) – описать
3. **!**
4. **?** Школьная форма - мнение
5. **?** Спорт – в школе

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Russian

Paper 2: Speaking in Russian
Task 1: Role play
Instructions to the teacher

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.

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STIMULUS HR10

Topic: What school is like

Instructions to teacher:

- **Address the candidate as *ты*.**
- **The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.**

Begin the role play with the following introduction:

Ты дома с русским другом/русской подругой. Ты говоришь о школе.

1	***Когда у тебя домашнее задание?*** Allow the candidate to say when s/he has homework.
2	***Опиши одного учителя или одну учительницу.*** Allow the candidate to describe a teacher at his/her school.
3	**!** ***Что ты делал(а) вчера после школы?*** Allow the candidate to say what s/he did after school yesterday. ***Хорошо.***
4	**?** Allow the candidate to ask your opinion on school uniform. *Give an appropriate brief response.*
5	**?** Allow the candidate to ask you about sport at your school. Give an appropriate brief response.

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Russian

Paper 2: Speaking in Russian
Task 2: Picture-based task
Instructions to the candidate

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HP1

Topic: Cultural life



(Source: © Iakov Filimonov / Alamy Stock Photo)

Посмотри на фотографию и ответь на следующие пункты:

- описать фотографию
- что ты думаешь о традиционных фестивалях
- на каком интересном фестивале ты был(а) в прошлом
- твой следующий праздник
- !

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Russian

Paper 2: Speaking in Russian
Task 2: Picture-based task
Instructions to the teacher

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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STIMULUS HP1

Topic: Cultural life



(Source: © Iakov Filimonov / Alamy Stock Photo)

1. Опиши эту фотографию.

   [Что-нибудь ещё?]

2. По-моему, традиционные фестивали очень важные. Что ты думаешь?

   [Почему (нет)? / Что-нибудь ещё?]

3. Скажи мне о том, когда ты был(а) на интересном фестивале.

   [Что-нибудь ещё?]

4. Что ты будешь праздновать в будущем?

   [Почему? / Что-нибудь ещё?]

5. Ты больше любишь смотреть или принимать участие в фестивалях?

   [Почему? / Что-нибудь ещё?]

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Russian

Paper 2: Speaking in Russian
Task 2: Picture-based task
Instructions to the candidate

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HP2

Topic: Daily life



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Посмотри на фотографию и ответь на следующие пункты:

- описать фотографию
- что ты думаешь о социальных сетях
- когда технология была полезная для тебя
- как технология будет помогать людям в будущем
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Russian

Paper 2: Speaking in Russian
Task 2: Picture-based task
Instructions to the teacher

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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STIMULUS HP2

Topic: Daily life



(Source: © Iakov Filimonov / Alamy Stock Photo)

1. Опиши эту фотографию.

   [Что-нибудь ещё?]

2. Я думаю, что социальные сети необходимы. Что ты думаешь?

   [Почему (нет)? / Что-нибудь ещё?]

3. Скажи мне о времени, когда технология была полезная для тебя.

   [Что-нибудь ещё?]

4. В будущем, как технология будет помогать людям, по-твоему?

   [Почему? / Что-нибудь ещё?]

5. По-твоему, какие недостатки технологии?

   [Почему (нет)? / Что-нибудь ещё?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Russian

Paper 2: Speaking in Russian
Task 2: Picture-based task
Instructions to the candidate

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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Pearson

STIMULUS HP3

Topic: Holidays



(Source: © Agencja Fotograficzna Caro / Alamy Stock Photo)

Посмотри на фотографию и ответь на следующие пункты:

- описать фотографию
- важно ли говорить на других языках на каникулах
- твои последние каникулы
- будущие каникулы - что ты будешь делать
- !

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Russian

Paper 2: Speaking in Russian
Task 2: Picture-based task
Instructions to the teacher

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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STIMULUS HP3

Topic: Holidays



(Source: © Agencja Fotograficzna Caro / Alamy Stock Photo)

1. Опиши эту фотографию.

   [Что-нибудь ещё?]

2. Я думаю, что это очень важно говорить на других языках на каникулах. Что ты думаешь?

   [Почему (нет)? / Что-нибудь ещё?]

3. Скажи мне о твоих последних каникулах.

   [Что-нибудь ещё?]

4. Что ты будешь делать на будущих каникулах?

   [Почему? / Что-нибудь ещё?]

5. Ты больше любишь жить в гостинице или в кемпинге?

   [Почему (нет)? / Что-нибудь ещё?]

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Russian

Paper 2: Speaking in Russian
Task 2: Picture-based task
Instructions to the candidate

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HP4

Topic: Town, region and country



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Посмотри на фотографию и ответь на следующие пункты:

- описать фотографию
- город или деревня - что больше любишь
- место, где ты был(а) недавно
- где ты будешь жить в будущем
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Russian

Paper 2: Speaking in Russian
Task 2: Picture-based task
Instructions to the teacher

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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STIMULUS HP4

Topic: Town, region and country



(Source: © Hemis / Alamy Stock Photo)

1. Опиши эту фотографию.

   [Что-нибудь ещё?]

2. Ты больше любишь город или деревню?

   [Почему (нет)? / Что-нибудь ещё?]

3. Скажи мне о месте, где ты был(а) недавно.

   [Что-нибудь ещё?]

4. Где ты будешь жить в будущем?

   [Почему? / Что-нибудь ещё?]

5. Что самое важное для тебя там, где ты живёшь?

   [Почему (нет)? / Что-нибудь ещё?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Russian

Paper 2: Speaking in Russian
Task 2: Picture-based task
Instructions to the candidate

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HP5

Topic: What school is like



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Посмотри на фотографию и ответь на следующие пункты:

1. описать фотографию
2. что ты думаешь об уроках рано утром
3. твой самый большой успех в школе
4. что ты будешь делать в школе в следующем году
5. !

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Russian

Paper 2: Speaking in Russian
Task 2: Picture-based task
Instructions to the teacher

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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STIMULUS HP5

Topic: What school is like



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1. Опиши эту фотографию.

   [Что-нибудь ещё?]

2. Я думаю, что уроки рано утром - плохая идея. Что ты думаешь?

   [Почему (нет)? / Что-нибудь ещё]

3. Какой был твой самый большой успех в школе? Скажи мне об этом.

   [Что-нибудь ещё?]

4. Что ты будешь делать в школе в следующем году?

   [Почему? / Что-нибудь ещё?]

5. Что ты думаешь об учителях в твоей школе?

   [Почему (нет)? / Что-нибудь ещё?]

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Russian

Paper 2: Speaking in Russian
Task 2: Picture-based task
Instructions to the candidate

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HP6

Topic: What school is like



(Source: © ITAR-TASS Photo Agency / Alamy Stock Photo)

Посмотри на фотографию и ответь на следующие пункты:

- описать фотографию
- здоровый ли обед в твоей школе
- интересный урок, где ты был(а) недавно
- предметы, которые ты будешь изучать в следующем году
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Russian

Paper 2: Speaking in Russian
Task 2: Picture-based task
Instructions to the teacher

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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STIMULUS HP6

Topic: What school is like



(Source: © ITAR-TASS Photo Agency / Alamy Stock Photo)

1. Опиши эту фотографию.

   [Что-нибудь ещё]

2. Я думаю, что можно есть здоровый обед в столовой. Что ты думаешь?

   [Почему (нет)? / Что-нибудь ещё?]

3 Скажи мне об одном недавнем интересном уроке.

   [Что-нибудь ещё?]

4. Какие предметы ты будешь изучать в следующем году?

   [Почему? / Что-нибудь ещё?]

5. Что тебе нравится больше всего в школе?

   [Почему? / Что-нибудь ещё?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Russian

Paper 2: Speaking in Russian
Task 2: Picture-based task
Instructions to the candidate

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HP7

Topic: Work



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Посмотри на фотографию и ответь на следующие пункты:

- описать фотографию
- работа по выходным - что ты думаешь
- работа, которая понравилась члену твоей семьи
- какая работа идеальная для тебя в будущем
- !

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Russian

Paper 2: Speaking in Russian
Task 2: Picture-based task
Instructions to the teacher

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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STIMULUS HP7

Topic: Work



(Source: © Image navi - QxQ images / Alamy Stock Photo)

1. Опиши эту фотографию.

   [Что-нибудь ещё?]

2. По-моему, работать по выходным - хорошая идея. Что ты думаешь?

   [Почему (нет)? / Что-нибудь ещё?]

3. Скажи мне о работе, которая понравилась члену твоей семьи.

   [Что-нибудь ещё?]

4. Какая работа идеальная для тебя в будущем?

   [Почему (нет)? / Что-нибудь ещё?]

5. Какая работа сложная, по-твоему?

   [Почему? / Что-нибудь ещё?]

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Russian

Paper 2: Speaking in Russian
Task 2: Picture-based task
Instructions to the candidate

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HP8

Topic: Ambitions



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Посмотри на фотографию и ответь на следующие пункты:

- описать фотографию
- твоё мнение об учёбе в университете
- урок, который тебе понравился
- другие языки, которые ты хочешь изучать в будущем
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Russian

Paper 2: Speaking in Russian
Task 2: Picture-based task
Instructions to the teacher

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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STIMULUS HP8

Topic: Ambitions



(Source: © Aflo Co., Ltd. / Alamy Stock Photo)

1. Опиши эту фотографию.

   [Что-нибудь ещё?]

2. Я думаю, что важно учиться в университете. Что ты думаешь?

   [Почему? / Что-нибудь ещё?]

3. Скажи мне об уроке, который тебе понравился.

   [Что-нибудь ещё?]

4. Какие другие языки ты хочешь изучать в будущем?

   [Почему? / Что-нибудь ещё?]

5. Какие преимущества изучения языков, по-твоему?

   [Почему (нет)? / Что-нибудь ещё?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Russian

Paper 2: Speaking in Russian
Task 2: Picture-based task
Instructions to the candidate

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HP9

Topic: Environmental issues



(Source: © Image Source Plus / Alamy Stock Photo)

Посмотри на фотографию и ответь на следующие пункты:

- описать фотографию
- что ты думаешь, когда люди не перерабатывают
- почему ты перерабатывал(а) недавно
- самая большая проблема для планеты в будущем
- !

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Russian

Paper 2: Speaking in Russian
Task 2: Picture-based task
Instructions to the teacher

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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STIMULUS HP9

Topic: Environmental issues



(Source: © Image Source Plus / Alamy Stock Photo)

1. Опиши эту фотографию.

   [Что-нибудь ещё?]

2. По-моему, люди, которые не перерабатывают - ленивые. Что ты думаешь?

   [Почему (нет)? / Что-нибудь ещё?]

3. Почему ты перерабатывал(а) недавно?

   [Что-нибудь ещё?]

4. Какая будет самая серьёзная проблема для планеты в будущем?

   [Почему? / Что-нибудь ещё?]

5. Как лучше помогать планете, по-твоему?

   [Почему (нет)? / Что-нибудь ещё?]

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Russian

Paper 2: Speaking in Russian
Task 2: Picture-based task
Instructions to the candidate

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HP10

Topic: Bringing the world together



(Source: © Alex's Pictures - Sport / Alamy Stock Photo)

Посмотри на фотографию и ответь на следующие пункты:

- описать фотографию
- спорт - важен для здоровья
- международное спортивное событие, которое ты смотрел(а)
- событие, которое ты будешь смотреть в следующем году
- !

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Russian

Paper 2: Speaking in Russian
Task 2: Picture-based task
Instructions to the teacher

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1RU0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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STIMULUS HP10

Topic: Bringing the world together



(Source: © Alex's Pictures - Sport / Alamy Stock Photo)

1. Опиши эту фотографию.

   [Что-нибудь ещё?]

2. Спорт очень важен для здоровья. Что ты думаешь?

   [Почему (нет)? / Что-нибудь ещё?]

3. Опиши международное спортивное событие, которое ты смотрел(а).

   [Что-нибудь ещё?]

4. Скажи мне о событии, которое ты будешь смотреть в следующем году.

   [Почему? / Что-нибудь ещё?]

5. Ты больше любишь заниматься спортом или смотреть его по телевизору?

   [Почему (нет)? / Что-нибудь ещё?]

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GCSE Russian Higher tier

Paper 2 mark scheme

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- First of all you should consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.

- When assigning a band you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a 'best fit' approach for defining the band. You should then use the variability of the response to help decide the mark within the band, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.
- You will modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

Assessment criteria for the Higher tier – Part 1

Role play – Higher tier (10 marks)

For this task, students' work is marked by Pearson using the following assessment criteria. The mark grid is applied once to **each individual response to the prompts**. There is a maximum of 2 marks for each of the five prompts on the role-play cards.

Mark	Descriptor
0	No rewardable communication; highly ambiguous **OR** pronunciation prevents communication.
1	Partially clear/ambiguous **OR** partially appropriate within the context of the role play; pronunciation may affect clarity of communication.
2	Clearly communicated; appropriate within the context of the role play; unambiguous; pronunciation supports clear communication.

Additional guidance on the mark scheme

Appropriate: relevant response related to the prompt, uses appropriate register for the scenario.
Informal register: includes language that students would use with friends and people of a similar age, such as endearments and informal greetings and forms of address where appropriate. Informal register also requires the use of the informal structures when using, for example, verbs and possessive adjectives.

Formal register: includes language that students would use with adults in a formal context, for example teachers, employers, customers, officials. Formal register includes avoidance of slang, over-familiar language, exaggeration and endearments. It also includes formal greetings and forms of address where appropriate. Formal register requires formal structures when using, for example, verbs, personal pronouns and possessive adjectives.

Partially clear/pronunciation may affect clarity of communication: makes speech difficult to understand immediately (even if the meaning is eventually understood)/forces the listener to strain to understand what is meant.

Guidance on application of role-play mark grid

To exemplify application of the marking criteria, Higher role play 3 (HR3) has been selected to demonstrate a possible range of performances. This guidance should be viewed in conjunction with the Student and Teacher Cards and the assessment criteria.

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Higher card 3 (HR3)

Вы рядом с билетным киоском в России. Вы покупаете билеты на концерт. Вы говорите с продавцом/продавщицей

Prompt 1: **Концерт - заказ**

Question 1: ***Как вам помочь?***

Mark	Descriptor	
0	**Концерт**	**Билет пожалуйста**
	No rewardable communication. No detail of the concert is given and there is no mention of booking a ticket.	Highly ambiguous. Lack of verb and clarification of what the ticket is for makes it unclear that candidate wishes to attend a concert.
1	**Я хочу концерт**	**Концерт билет**
	Communication is ambiguous. It is clear that the candidate wishes a concert but less clear that they wish to reserve a ticket	Communication is only partially clear because of the absence of a clear verb formation or subject. This makes the utterance lacking in some clarity.
2	**Я хочу заказ билет на концерт**	**Можно билет на концерт?**
	Clearly communicated despite the noun заказ being used instead of the verb.	Clearly communicated despite the lack of an appropriate verb. The use of можно makes it clear that the candidate wants a ticket.

Prompt 2 : **Этот концерт - почему**

Question 2: ***Почему Вы хотите ходить на этот концерт?***

Mark	Descriptor	
0	**Концерт заказ**	**Концертс хорошо**
	No rewardable communication. The candidate has not answered the question. This is repetition of the first bullet point.	Anglicised pronunciation of key word (concerts) prevents communication despite use of хорошо.
1	**Я люблю музыку**	**Концерт в парк хорошо**
	Partially clear. Lack of adjective or emphatic pronoun attached to the word, 'music' makes it imprecise why the candidate wants to go to **this** concert. However the wording gives the statement some meaning in the context of the question.	Partially clear and ambiguous; the candidate does not reference this particular concert but states that a concert in the park is good.
2	**Это моя любимый группа**	**Потому что мне нравится русская музыка**
	Clearly communicated. Despite gender error in the adjectival ending.	Clearly communicated

Prompt 3: !

Question 3: ***Как был последний концерт, который Вы смотрели ?***

Mark	Descriptor	
0	**Концерт на телевизор**	**Я смотрел музыка**
	No rewardable communication. Question not answered.	Highly ambiguous. It is unclear as to whether the candidate has attended a concert.
1	**Концерты были отличные**	**Я люблю концерт.**
	Ambiguous. The candidate could be saying that all concerts are excellent rather than describing the last concert they have seen.	Partially clear; incorrect use of the tense gives rise to some ambiguity as to whether the candidate enjoys concerts generally or enjoyed the last concert that s/he saw.
2	**Концерт было очень хорошо**	**Я смотрел(а) хорошая музыкант**
	Clearly communicated despite minor gender error and lack of adjectival agreement.	Clearly communicated despite the error in adjectival agreement. An opinion word is clearly communicated.

Prompt 4: ? Концерт - транспорт

Mark	Descriptor	
0	**Транспорт?**	**Что транспорт?**
	No rewardable communication. Key detail missing, i.e. clarification of what information is required.	Highly ambiguous. Inappropriate use of the wrong question word renders the utterance meaningless in this context.
1	**Где транспорт?**	**Скажи пожалуйста какой вид транспорта ты рекомендуешь чтобы ехать на концерт?**
	Communication is only partially clear due to lack of reference to the concert. The candidate could be asking about transport in general. However the response conveys enough meaning in the context of the role play.	Partially appropriate due to use of the informal register.
2	**Я еду на каком вид транспорта на концерт?**	**Скажите пожалуйста, как ехать на концерт?**
	Clearly communicated despite case error.	Clearly communicated with suitable question word.

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Prompt 5 : ? Концерт - конец

Mark	Descriptor	
0	**Концерт конец**	**Я люблю концерт конец**
	No rewardable communication. Does not ask a relevant question but simply repeats the stimulus prompt.	Highly ambiguous. Candidate has not asked an appropriate question and has not understood the requirement of the prompt.
1	**Какой час конец концерт?**	**Концерт конец десять часов?**
	Communication is ambiguous; use of incorrect question word (Какой час) means that the utterance is not immediately clear.	Communication is ambiguous; doubt as to whether candidate is asking about the end of the concert being at ten o'clock or whether the concert last for ten hours.
2	**Когда концерт кончается?**	**Когда последняя группа кончает играть?**
	Clearly communicated	Clearly communicated; although the question asks about the final performer rather than the actual end time of the concert, it is still an appropriate response.

Assessment criteria for the Higher tier – Part 2

Picture-based task – Higher tier (24 marks)

There are two mark grids to be applied to this task:
- communication and content
- linguistic knowledge and accuracy.

Picture-based task: communication and content – Higher tier

Mark	Descriptor
0	No rewardable material.
1–4	• Responds to set questions with some development, some hesitation and some prompting necessary. • Some effective adaptation of language to describe, narrate and inform in response to the set questions. • Expresses opinions with occasional, brief justification. • Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication.
5–8	• Responds to set questions with frequently developed responses, occasional hesitation, occasional prompting necessary. • Frequently effective adaptation of language to describe, narrate and inform in response to the set questions. • Expresses opinions and gives justification with some development. • Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication.
9–12	• Responds to set questions with mostly developed and fluent responses, minimal hesitation and minimal prompting necessary. • Predominantly effective adaptation of language to describe, narrate and inform, in response to the set questions. • Expresses opinions effectively and gives justification which is mostly developed. • Pronunciation and intonation are intelligible and predominantly accurate.
13–16	• Responds to the set questions with consistently fluent and developed responses. • Consistently effective adaptation of language to describe, narrate and inform, in response to the set questions. • Expresses opinions with ease and gives fully-developed justification. • Pronunciation and intonation are consistently accurate and intelligible.

Additional guidance

Adaptation of language to describe, narrate and inform: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to inform but less effectively to narrate.

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Picture-based task: linguistic knowledge and accuracy – Higher tier

Mark	Descriptor
0	No rewardable material.
1–2	• Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguity. • Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed.
3–4	• Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguity. • Responses are generally coherent although errors occur that occasionally hinder clarity of communication.
5–6	• Predominantly accurate grammatical structures, mostly successful references to past, present and future events in response to the set questions. • Responses are predominantly coherent, errors occur but they rarely hinder clarity of communication.
7–8	• Consistently accurate grammatical structures, successful references to past, present and future events in response to the set questions. • Responses are coherent, any errors do not hinder the clarity of the communication.

Additional guidance
Errors: students are not expected to produce perfect, error-free speech in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity**:
- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity**:
- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed**:
- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Assessment criteria for the Higher tier – Part 3

Conversation – Higher tier (36 marks)

There are three mark grids to be applied to this task, they are:
- communication and content
- interaction and spontaneity
- linguistic knowledge and accuracy.

Conversation: communication and content – Higher tier

Mark	Descriptor
0	No rewardable material
1–3	• Communicates information relevant to the topics and questions, with occasionally extended sequences of speech. • Uses language to produce straightforward ideas, thoughts and opinions with occasional justification. • Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary. • Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication.
4–6	• Communicates information relevant to the topics and questions, with some extended sequences of speech. • Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified. • Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes. • Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication.
7–9	• Communicates detailed information relevant to the topics and questions, usually with extended sequences of speech. • Frequently uses language creatively to express and justify a variety of individual thoughts, ideas and opinions. • Uses a variety of vocabulary, including frequent use of uncommon language, to regularly vary expression for different purposes. • Pronunciation and intonation are intelligible and predominantly accurate.
10–12	• Communicates detailed information relevant to the topics and questions, consistently extended sequences of speech. • Consistently uses language creatively to express and justify a wide variety of individual thoughts, ideas and opinions. • Consistently uses a wide variety of vocabulary, including uncommon language, to consistently vary expression for different purposes. • Pronunciation and intonation are consistently accurate and intelligible.

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Additional guidance

Uses language creatively: examples of creative language use are:

- using language to create an effect
- manipulating language, including familiar, high frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

Individual thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

Straightforward ideas, thoughts and opinions are those that give the minimum/standard/predictable response.

Conversation: interaction and spontaneity – Higher tier

Mark	Descriptor
0	No rewardable material.
1–3	• Occasionally able to respond spontaneously with some examples of natural interaction although often stilted. • Occasionally able to initiate and develop responses independently but regular prompting needed. • Occasionally able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation.
4–6	• Responds spontaneously to some questions, interacting naturally for parts of the conversation. • Sometimes able to initiate and develop the conversation independently, some prompting needed. • Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; some hesitation.
7–9	• Responds to most questions spontaneously, resulting in mostly natural interaction. • Mostly able to initiate and develop the conversation independently. • Able to sustain communication throughout most of the conversation, using rephrasing/repair strategies if necessary to continue the flow, occasional hesitation.
10–12	• Responds spontaneously and with ease to questions, resulting in natural interaction. • Consistently able to initiate and develop the conversation independently. • Able to sustain communication throughout, using rephrasing/repair strategies if necessary to continue the flow.

Additional guidance

Respond(s) spontaneously: gives a relevant, impromptu response based on what they have heard.

Rephrasing/repair strategies are strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known.

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Conversation: linguistic knowledge and accuracy – Higher tier

Mark	Descriptor
0	No rewardable material
1–3	• Manipulates a limited variety of mainly straightforward grammatical structures, minimal use of complex structures. • Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity. • Sequences of coherent speech although errors occur that often hinder clarity of communication and occasionally prevent meaning being conveyed.
4–6	• Manipulates grammatical structures with occasional variation, complex structures used but repetitive. • Generally accurate grammatical structures, generally successful references to past, present and future events. • Generally coherent speech although errors occur that sometimes hinder clarity of communication.
7–9	• Manipulates a variety of grammatical structures, some variety of complex structures. • Predominantly accurate grammatical structures, mostly successful references to past, present and future events. • Predominantly coherent speech; errors occur but they rarely hinder clarity of communication.
10–12	• Manipulates a wide variety of grammatical structures, frequent use of complex structures. • Consistently accurate grammatical structures, consistently successful references to past, present and future events. • Fully coherent speech; any errors do not hinder the clarity of the communication.

Additional guidance

Complex grammatical structures are considered to be:
- all grammar and structures that are included in the grammar list which are specific to Higher-tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language

Straightforward grammatical structures are considered to be:
- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: students are not expected to produce perfect, error-free speech in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity**:
- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity**:
- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed**:
- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person or the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

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Write your name here

Surname	Other names

Pearson Edexcel
Level 1/Level 2 GCSE (9–1)

Centre Number	Candidate Number

Russian

Paper 3: Reading and understanding in Russian

Higher tier

Sample assessment material for first teaching September 2017 **Time: 1 hour 5 minutes**	Paper Reference **1RU0/3H**

You do not need any other materials.	Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in sections A, B and C.
- Questions in Sections A and C are set in English.
- Questions in Section B are set in Russian.
- Answer the questions in the spaces provided
  – *there may be more space than you need.*
- You must **not** use a dictionary.

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
  – *use this as a guide as to how much time to spend on each question.*
  – *you should spend approximately 15 minutes on the translation question.*

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ▶

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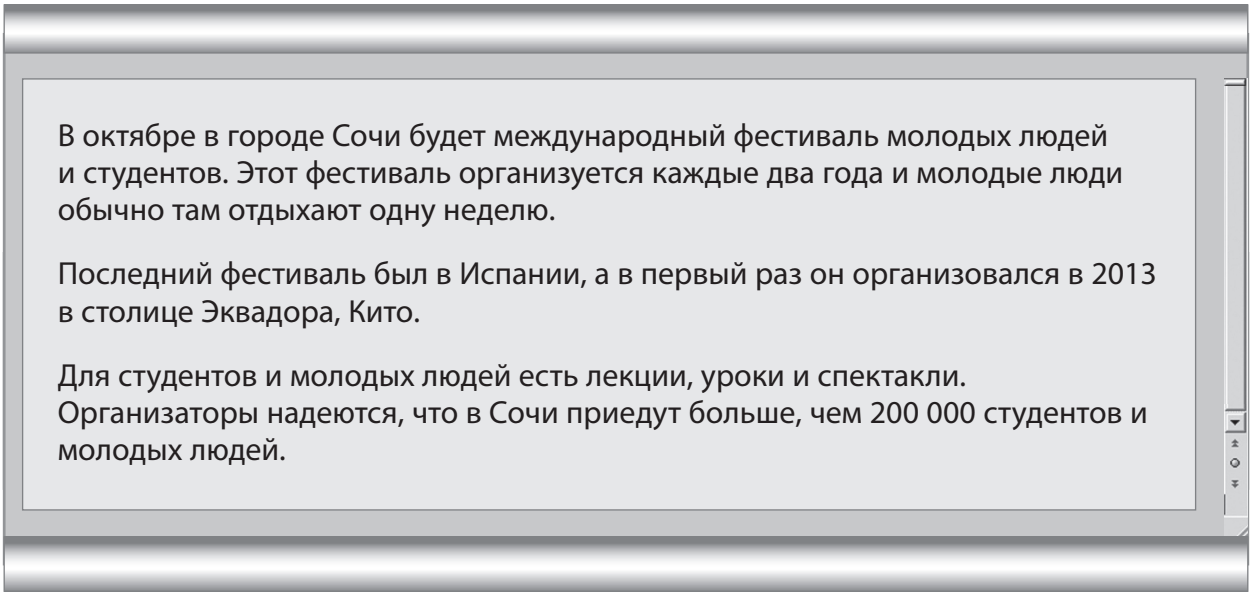
SECTION A

Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

An international festival

1 Read the webpage below.



В октябре в городе Сочи будет международный фестиваль молодых людей и студентов. Этот фестиваль организуется каждые два года и молодые люди обычно там отдыхают одну неделю.

Последний фестиваль был в Испании, а в первый раз он организовался в 2013 в столице Эквадора, Кито.

Для студентов и молодых людей есть лекции, уроки и спектакли. Организаторы надеются, что в Сочи приедут больше, чем 200 000 студентов и молодых людей.

(a) How often does this festival take place?

(1)

.....

(b) Where did the last festival take place?

(1)

.....

(c) List one activity that will be on offer to festival-goers.

(1)

.....

(Total for Question 1 = 3 marks)

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***Russian Tales* by Nadezhda Harley**

2 Read the extract from the text. Sasha and Vovka visit Moscow for the first time.

Мы с мамой и Вовкой гостили у тёти в Москве. В первый день мама и тётя ушли в магазин и нас оставили дома. Нам было скучно. Вовка вдруг сказал: «Давай пойдём на станцию метро».

Мы пошли на станцию, купили жетоны и сели на поезд. Мы проехали две остановки и вышли из вагона. Мы посмотрели станцию и потом поехали обратно на поезде. Через две остановки мы сошли с поезда, но - ужас! Это не была наша станция! Что делать?

(Source: Russian Tales, Harley (CUP))

Answer the following questions **in English**. You do not need to write in full sentences.

(a) Why are the boys alone at home?

(1)

(b) Where does Vovka suggest they go?

(1)

(c) How far do they travel?

(1)

(d) What is the problem when they make their return journey?

(1)

(Total for Question 2 = 4 marks)

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School and future plans

3 Read these chatroom posts.

Какие самые важные школьные предметы?

Валя: Я сказала бы, что математика и русский язык – два предмета, которые просто необходимо изучать, потому что они встречаются каждый день в вашей жизни.

Лена: Раньше я обожала драму, а потом я решила, что я хочу работать за рубежом в будущем. Итак, для меня, иностранные языки стали самыми важными.

Антон: На мой взгляд, всё зависит от персонального вкуса. Конечно есть те предметы, которые обязательны, чтобы поступить в университет, но кроме этих предметов люди должны изучать те предметы, которые им больше всего нравятся.

Answer the following questions **in English**. You do not need to write in full sentences.

(a) Who says subject choice is a matter of personal taste?

(1)

.....

(b) What made Lena change her mind about which is the most important subject?

(1)

.....

(c) Why does Valya believe that Russian and Maths are especially important?

(1)

.....

(d) Why does Anton think some subjects are essential?

(1)

.....

(e) Who thinks the study of foreign languages is particularly important?

(1)

.....

(Total for Question 3 = 5 marks)

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***Каникулы в Петербурге* by Lyudmila Derevyanchenko**

4 Read the extract from the literary text. Tanya arrives unexpectedly at her brother's flat.

Брат Тани, и его жена, жили в маленькой квартире, кудаТаня пришла уставшая и голодная. На все вопросы она просто говорила, что она не собирается возвращаться домой. Её брат, Дмитрий, и его жена, Марина, покормили её, посадили её в кресло и дали ей стакан горячего чаю. Потом они вышли в коридор и поговорили о том, что надо делать.

«Если Таня пришла сюда к нам, то, по-моему, что-то серьёзное случилось дома», - тихо сказала Марина, – «А у нас мало места – сегодня я могу спать на полу, а завтра…».

«Подожди» - вдруг сказал Дмитрий, - «Соседи в отпуске – они вчера уехали на дачу».

«Отлично! Ты иди за ключом, а я пойду звонить родителям».

(Source: Каникулы в Петербурге, Lyudmila Derevyanchenko, National Textbook Company)

Put a cross ☒ in the correct box.

Example: Tanya's brother lives in the flat with his…

☒	**A** wife.
☐	**B** girlfriend.
☐	**C** dog.
☐	**D** best friend.

(i) When she arrives, Tanya feels…

☐	**A** cheerful.
☐	**B** tired.
☐	**C** angry.
☐	**D** excited.

(ii) Tanya makes it clear that she does not want to…

☐	**A** eat.
☐	**B** go to bed.
☐	**C** go back home.
☐	**D** drink.

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(iii) Why do Dmitri and Marina go into the corridor?

☒	**A** to talk about what to do
☒	**B** to look for a blanket
☒	**C** to use the phone
☒	**D** to talk to their neighbour

(iv) Marina feels Tanya is….

☒	**A** looking for sympathy.
☒	**B** being childish.
☒	**C** interfering in their marriage.
☒	**D** faced by something serious.

(v) How does Dmitri suggest they accommodate Tanya?

☒	**A** in the spare room
☒	**B** in a local hotel
☒	**C** in the neighbours' flat
☒	**D** in a nearby campsite

(Total for Question 4 = 5 marks)

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The value of university

5 Read this online magazine article, where young people talk about going straight to university from school.

Стоит ли поступать в университет сразу после окончания школы?

Люба считает, что среди родителей русских тинэйджеров часто существует стереотип: если ты не пойдёшь в университет сразу после школы, то у тебя в будущем будет плохая работа. Но часто подростки просто не знают в то время, чем они хотели бы заниматься в будущем.

Виктор продолжает, что на Западе считается абсолютно нормальным проводить год за границей после окончания школы. Ему интересно путешествовать.

Павел думает, что такой период времени идеальный, чтобы получать важный опыт жизни, найти себя и решить, какая будет для тебя идеальная специальность в будущей карьере.

А Анастасия не так уверена. Она верит, что целый год без учёбы может быть опасным. Дело в том, что можно практически всё забыть в течение года — надо было бы всему учиться ещё раз.

Who says what? Choose the correct answer from **Lyuba, Viktor, Pavel** or **Anastasia.**

Example: Pavel is interested in travelling.

(a) ..... is worried you can forget everything after a year out of education.

(1)

(b) ..... points out that in the West a year abroad after finishing school is normal.

(1)

(c) ..... says some parents think that going straight to university is important to get a good job.

(1)

(d) ..... thinks that having a year out between school and university gives you valuable life experience.

(1)

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Answer the following questions **in English**.

(e) According to the text, what important decision can a year abroad help you to make?

(1)

.....

(f) What is Anastasia's attitude to waiting a year between school and university?

(1)

.....

(Total for Question 5 = 6 marks)

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Tourism

6 Read the tourist brochure about ecotourism.

Экотуризм в Кижах

Экскурсовод Мария говорит: «Забудьте автобусные туры или прокат автомобилей – всё больше отдыхающих открывают для себя лучший способ познакомиться с природой. И это экотуризм».

Денис, который живёт в Архангельске, объясняет, что большинство туристов приезжает на юг России, чтобы жить в бетонных гостиницах, загорать на пляжах и купаться в море. Но существуют те, кто хочет что-то другое. Поездки на север помогают ближе познакомиться с деревней и узнать о традиционном образе жизни.

Турист Виктор говорит, что ему можно было посетить древние монастыри и церкви. Ему это очень понравилось. Он добавляет, что можно посмотреть полевые цветы и редких птиц.

Анна, его жена, говорит: «Проезжая по дорогам мы наслаждались видами на озёра. Вокруг стояла мёртвая тишина».

Этот вид туризма также помогает экономике района. Жители в сёлах открывают кафе и маленькие магазины для экотуристов.

Вы интересуетесь традиционной культурой, деревенской жизнью? Вам нравятся прогулки на природе? Приезжайте в Кижи!

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(i) What does this information sheet tell us?

Put a cross ☒ next to the **three** correct sentences.

(3)

☒	**Example** The brochure advises against hiring a car for your holiday.
☐	**A** More and more tourists are wishing to engage with nature.
☐	**B** Most tourists who visit Russia stay in Bed and Breakfasts.
☐	**C** A trip to the mountains helps you to find out about the traditional way of life.
☐	**D** Viktor particularly enjoyed visiting religious sites.
☐	**E** Anna feels that the atmosphere can be rather noisy.
☐	**F** People visiting Russia are not interested in ecotourism.
☐	**G** You will enjoy a trip to Kizhi if you are interested in rural life.

Answer the following questions **in English**.

(ii) According to Denis, for what sort of person is ecotourism suitable?

Give one detail.

(1)

.....

(iii) What economic benefit does ecotourism bring to the region?

Give one benefit.

(1)

.....

(Total for Question 6 = 5 marks)

TOTAL FOR SECTION A = 28 MARKS

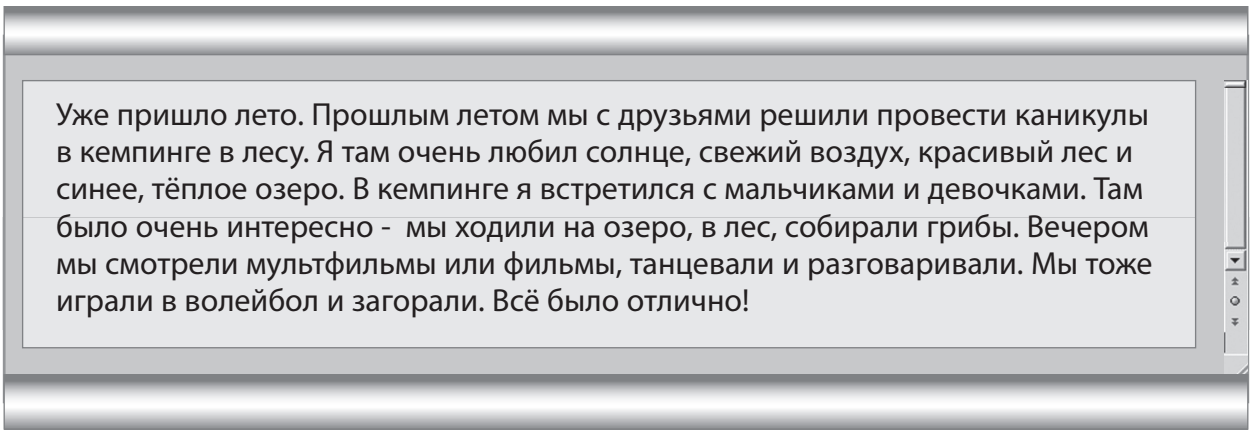
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SECTION B

Летние каникулы – Виктор пишет

7 Прочитай этот блог.



Уже пришло лето. Прошлым летом мы с друзьями решили провести каникулы в кемпинге в лесу. Я там очень любил солнце, свежий воздух, красивый лес и синее, тёплое озеро. В кемпинге я встретился с мальчиками и девочками. Там было очень интересно - мы ходили на озеро, в лес, собирали грибы. Вечером мы смотрели мультфильмы или фильмы, танцевали и разговаривали. Мы тоже играли в волейбол и загорали. Всё было отлично!

Поставь крестик ☒

Пример: Каникулы были…

☐	**A** месяц назад.
☐	**B** две недели назад.
☐	**C** два дня назад.
☒	**D** год назад.

(i) Кемпинг был…

☐	**A** в деревне.
☐	**B** в горах.
☐	**C** у реки.
☐	**D** на пляже.

(ii) Погода была…

☐	**A** ужасная.
☐	**B** холодная.
☐	**C** хорошая.
☐	**D** облачная.

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(iii) В кемпинге было…

☒	**A** много делать.
☒	**B** нечего делать.
☒	**C** очень скучно.
☒	**D** довольно грязно.

(iv) Вечером они…

☒	**A** работали.
☒	**B** отдыхали.
☒	**C** учились.
☒	**D** спали.

(v) Каникулы в кемпинге…

☒	**A** были кошмар.
☒	**B** дорого стоили.
☒	**C** были неинтересными.
☒	**D** ему понравились.

(Total for Question 7 = 5 marks)

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Технология

8 Ты читаешь в интернете эти мнения о технологии:

Полина	Технология очень важна для меня. Я обожаю читать классику, и сейчас у нас в библиотеке можно практически все книги скачивать.
Денис	Мои друзья всё время используют технологию, чтобы слушать музыку. Но, по-моему, лучше ходить на концерт или играть на инструменте.
Юлия	Мне очень нравятся фильмы, и с современной технологией я могу смотреть мои любимые фильмы, где, и когда я хочу. Классно!
Сергей	Я ненавижу технологию! Люди больше не читают - я вчера был в библиотеке, и люди просто использовали интернет.

Кто что думает? Пиши: **Полина, Денис, Юлия** или **Сергей**.

Пример: Сергей говорит, что ему не нравится технология.

(a) ..... предпочитает живую музыку.

(1)

(b) ..... думает, что люди должны читать более часто.

(1)

(c) ..... часто читает электронные книги.

(1)

(d) ..... любит, что не надо ходить всё время в кино.

(1)

(e) ..... очень любит литературу хорошего качества.

(1)

(Total for Question 8 = 5 marks)

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Экология России

9 Прочитай эту веб-страницу.

Телевизионная передача сообщила, что на 2 500 000 км2 территории Российской Федерации сегодня существует негативная экологическая ситуация. Кажется, что на 15% площади России окружающая среда может вредить здоровью человека, и из-за этого опасно жить в этих регионах. К тому же, говорят, что в нечистых регионах и городах живёт почти 40% от всех людей в России.

Экологические эксперты уже часто анализируют ситуацию в западной и восточной частях России. Они недавно опубликовали отчёт. В нём говорят, что окружающая среда России, кажется, более чистая на западе, чем на востоке. Однако даже в «чистой» части страны можно видеть, что окружающая среда меняется. Быстрый рост машин и желание жить в престижных коттеджах в пригороде привели к росту пробок на узких дорогах далеко от центра.

На европейской части России токсический газ выходит в атмосферу. Самый плохой район в данный момент - Московская область.Здесь люди тоже говорят о загрязнении, особенно в озёрах и реках, где нельзя купаться или ловить рыбу.

(Source: http://www.dishisvobodno.ru/ecology-rossii.html)

Ответь на следующие вопросы **по-русски**. Не обязательно писать полные фразы.

(a) Где люди впервые узнали о негативной экологической ситуации в России?

(1)

.....

(b) Почему может быть опасно жить на 15% площади России?

(1)

.....

(c) Как недавно узнала публика о работе русских экологических экспертов?

(1)

.....

(d) Какие проблемы существуют с дорогами в пригороде? Приведи ОДИН пример.

(1)

.....

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(e) Почему иногда невозможно заниматься водным досугом в Московской области?

(1)

.....

(Total for Question 9 = 5 marks)

TOTAL FOR SECTION B = 15 MARKS

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SECTION C

Translation

10 Translate this passage **into English**.

Молодые русские больше не говорят друг с другом. Вот результат опроса, который сделали специалисты Московского государственного университета. Всё чаще в наши дни мобильник не используется, чтобы звонить друзьям. Говорят, что скоро вся коммуникация между молодыми людьми будет через социальные сети.

(Total for Question 10 = 7 marks)

TOTAL FOR SECTION C = 7 MARKS
TOTAL FOR PAPER = 50 MARKS

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GCSE Russian Higher tier

Paper 3 Mark scheme

There are no marks for quality of language or spelling in this paper, therefore errors in the Russian script will be tolerated as long as the message is not ambiguous and it does not prevent communication. Such errors include where a candidate has mis-copied a Russian word or name.

SECTION A

Question number	Answer	Mark
1(a)	every two years	(1)

Question number	Answer	Mark
1(b)	Spain	(1)

Question number	Answer	Reject	Mark
1(c)	Any **one** of the following: • lessons (1) • shows (1) • lectures (1)	spectacles	(1)

Question number	Answer	Mark
2(a)	mum [and aunt] went shopping/left them at home	(1)

Question number	Answer	Mark
2(b)	metro station/underground station/tube station	(1)

Question number	Answer	Mark
2(c)	two stops	(1)

Question number	Answer	Mark
2(d)	they don't know what to do/ they don't recognise the station/it's the wrong station	(1)

Question number	Answer	Mark
3(a)	Anton	(1)

Question number	Answer	Mark
3(b)	(decided) she wants to work abroad (in the future)	(1)

Question number	Answer	Mark
3(c)	you encounter them in everyday life	(1)

Question number	Answer	Mark
3(d)	to get into university	(1)

Question number	Answer	Mark
3(e)	Lena	(1)

Question number	Answer	Mark
4(i)	B	(1)

Question number		Mark
4(ii)	C	(1)

Question number	Answer	Mark
4(iii)	A	(1)

Question number	Answer	Mark
4(iv)	D	(1)

Question number	Answer	Mark
4(v)	C	(1)

Question number	Answers	Mark
5(a)	Anastasia	(1)

Question number	Answers	Mark
5(b)	Viktor	(1)

Question number	Answers	Mark
5(c)	Lyuba	(1)

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Question number	Answers	Mark
5(d)	Pavel	(1)

Question number	Answers	Mark
5(e)	your (future) (ideal) career/specialty	(1)

Question number	Answers	Mark
5(f)	she is unsure/cautious/wary/dubious	(1)

Question number	Answer	Mark
6(i)	A, D, G	(3)

Question number	Answers	Mark
6(ii)	someone who wants something different/out of the ordinary / to find out about the traditional way of life/country life	(1)

Question number	Answer	Mark
6(iii)	villagers/inhabitants open cafés/small shops	(1)

SECTION B

Question number	Answer	Mark
7(i)	A	**(1)**

Question number	Answer	Mark
7(ii)	C	**(1)**

Question number	Answer	Mark
7(iii)	A	**(1)**

Question number	Answer	Mark
7(iv)	B	**(1)**

Question number	Answer	Mark
7(v)	D	**(1)**

Question number	Answer	Mark
8(a)	Денис	**(1)**

Question number	Answer	Mark
8(b)	Сергей	**(1)**

Question number	Answer	Mark
8(c)	Полина	**(1)**

Question number	Answer	Mark
8(d)	Юлия	**(1)**

Question number	Answer	Mark
8(e)	Полина	**(1)**

Question number	Answer	Mark
9(a)	по телевизору	**(1)**

Question number	Answer	Mark
9(b)	окружающая среда может вредить здоровью (человека) **OR** из-за плохой экологической ситуации	**(1)**

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Question number	Answer	Mark
9(c)	(эксперты) опубликовали отчёт	**(1)**

Question number	Answer	Mark
9(d)	дороги узкие OR часто есть пробки	**(1)**

Question number	Answer	Mark
9(e)	из-за загрязнения озёр и рек / вода в озёрах и реках грязная	**(1)**

SECTION C

Question Number	Indicative content	Mark
10	Young Russians are no longer talking to each other. That's the result of a survey conducted by specialists at the Moscow State University. More and more often these days, the mobile phone is not used for phoning friends. It is said that soon all communication between young people will be via social networks.	**(7)**

Mark	Descriptor
0	No rewardable communication.
1–3	The meaning of the passage is partially communicated. Some errors in the translation prevent meaning being conveyed, e.g. **frequent** use of incorrect words, omitted **phrases**, incorrect tenses.
4–6	The meaning of the passage is mostly communicated. Occasional errors affect the flow or clarity of the translation, e.g. incorrect words, omitted words, inexact syntax.
7	The meaning of the passage is fully communicated. Any errors do not detract from the overall effectiveness of the translation.

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Write your name here

Surname	Other names

Pearson Edexcel
Level 1/Level 2 GCSE (9–1)

Centre Number | | | | | |

Candidate Number | | | | |

Russian

Paper 4: Writing in Russian

Higher Tier

Sample assessment material for first teaching September 2017
Time: 1 hour 25 minutes

Paper Reference
1RU0/4H

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **either** Question 1(a) **or** Question 1(b) and **either** Question 2(a) **or** 2(b) and Question 3.
- Answer the questions in the spaces provided
  – *there may be more space than you need.*
- Write your answers in full sentences.
- You must not use a dictionary.

Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets
  – *use this as a guide as to how much time to spend on each question.*
  - *you should spend approximately 15 minutes on the translation question.*

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ▶

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S 5 3 9 6 3 A 0 1 1 2

Pearson

Choose either Question 1(a) or Question 1(b).

If you answer Question 1(a) put a cross in the box ☒ .

Work

1 (a) Николай, твой русский друг, написал тебе письмо о работе для молодых людей в России.

Напиши письмо другу. **Надо** написать следующую информацию:

- где ты уже работал(а) в прошлом
- популярные места работы для молодых людей
- почему молодые люди должны работать
- кем ты будешь работать в будущем.

Напиши примерно 60-65 слов **по-русски**.

(20)

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If you answer Question 1(b) put a cross in the box ☒ .

Cinema

(b) Света, твоя русская подруга, попросила тебя описать кино в твоей стране.

Напиши ответ Свете. **Надо** написать следующую информацию:

- когда был твой последний визит в кино
- популярные жанры фильма в твоей стране
- почему молодые люди любят ходить в кино
- будешь ли ты смотреть фильмы на иностранном языке.

Напиши примерно 60-65 слов **по-русски**.

(20)

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(Total for Question 1 = 20 marks)

Choose either Question 2(a) or Question 2(b).

If you answer Question 2(a) put a cross in the box ☒ .

Tourism

2 (a) Русский журнал хочет статьи о туризме. Напишите письмо журналу, чтобы убедить читателей, что ваш район идеальный для туристов.

Вы **должны** включить следующие пункты:

- туристические достопримечательности в вашем районе
- что-то интересное, что вы делали в последнее время в вашем районе
- куда вы поедете на будущие каникулы
- почему молодые люди должны посещать другие места.

Надо оправдать ваши идеи и мнения.

Напишите примерно 90–110 слов **по-русски**.

(28)

Уважаемые читатели,

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Искренне ваш(а),

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If you answer Question 2(b) put a cross in the box ☒ .

Technology

(b) Русский журнал для молодёжи хочет статьи о технологии. Напишите статью, чтобы заинтересовать читателей журнала.

Вы **должны** включить следующие пункты:

- как вы пользовались техническим гаджетом, который вы купили недавно
- почему молодые люди всегда хотят самые современные технологию
- как вы будете пользоваться технологией на этой неделе
- что вы думаете о покупках онлайн.

Надо оправдать ваши идеи и мнения.

Напишите примерно 90–110 слов **по-русски**.

(28)

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(Total for Question 2 = 28 marks)

School

3 Переведи следующий текст **на русский язык**.

My school is big and modern and it's situated in the centre of Sochi. I study eight subjects and my favourite is biology. I started to study biology when I was ten years old. Next year I will work hard to pass my exams because my teacher said that it is important to prepare well.

(Total for Question 3 = 12 marks)

TOTAL FOR PAPER = 60 MARKS

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GCSE Russian Higher tier

Paper 4 Mark scheme

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- You should first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a band you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a 'best fit' approach for defining the band and then use the variability of the response to help decide the mark within the band, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.
- You will modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

Assessment criteria for the Higher tier

Question 1 – Higher tier (20 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question (see below). There is no requirement for even coverage of the bullet points in any band. However, in order to access marks in the top band, students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in an informal style (see *Additional guidance*).

The student is expected to produce 60–65 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 1: communication and content mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–3	• Communicates brief information relevant to the task with little development • Limited adaptation of language to narrate, inform and interest; straightforward personal opinions are given with limited justification • Expresses straightforward thoughts and ideas; uses common, familiar language with repetition • Variable use of appropriate register and style
4–6	• Communicates information relevant to the task, with development of the occasional key point and idea • Some effective adaptation of language to narrate and inform; attempts are made to interest and give convincing personal opinions which are occasionally successful • Expresses mainly straightforward thoughts and ideas with the occasional individual thought/idea; some different examples of common, familiar language • Appropriate use of register and style is evident but with inconsistencies

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Mark	Descriptor
7–9	• Communicates information relevant to the task, with development of some key points and ideas • Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions • Some examples of creative language use to express individual thoughts and ideas; a variety of mainly common, familiar language with the occasional example of uncommon language • Appropriate use of register and style is evident but with occasional inconsistency
10–12	• Communicates information relevant to the task with expansion of key points and ideas • Effective adaptation of language to narrate, inform, interest and give convincing personal opinions • Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, some examples of uncommon language • Appropriate use of register and style throughout, with minimal inconsistency

Additional guidance

Creative language use: examples of creative language use are:

- using language to create an effect
- using language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

Individual thoughts, ideas and opinions*:* this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

Register and style **definition*: informal register and style –*** examples of informal style include colloquial, conversational language that students would use with friends. It also requires use of the informal structure when using, for example, verbs, personal pronouns and possessive adjectives.

Adaptation of language to narrate, inform, interest and give convincing opinions: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest or give a convincing opinion.

Question 1: linguistic knowledge and accuracy mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–2	• Uses straightforward grammatical structures, some repetition • Produces brief, simple sentences, limited linking of sentences • Variable accuracy with language and structures, variable success when referring to past, present and future events, regular ambiguity; often errors prevent meaning being conveyed
3–4	• Uses mostly straightforward grammatical structures, occasional repetition • Produces occasionally extended sentences linked with familiar, straightforward conjunctions • Some accurate language and structures, including some successful references to past, present and future events, some ambiguity; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed
5–6	• Different examples of straightforward grammatical structures are evident • Produces some extended sentences that are linked with familiar, straightforward conjunctions • Frequently accurate language and structures, including mostly successful references to past, present and future events, occasional ambiguity; sometimes errors occur that hinder clarity of communication
7–8	• Some variation of grammatical structures, occasional complex structure • Produces frequently extended sentences, well linked together • Generally accurate language and structures, including successful references to past, present and future events; occasionally errors occur that hinder clarity of communication

Additional guidance

Complex grammatical structures are considered to be:
- all grammar and structures that are included in the grammar list which are specific to Higher tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

Straightforward grammatical structures are considered to be:
- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

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Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity**:
- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:
- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:
- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Question 2 – Higher tier (28 marks)

For this question, students' work is marked by Pearson using assessment criteria contained in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question (see below). There is no requirement for even coverage of the bullet points in any band. However, in order to access marks in the top band, students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in a formal register/style (see *Additional guidance*).

The student is expected to produce 90–110 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 2: communication and content mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–4	• Communicates occasionally detailed information relevant to the task with occasionally effective development of key points and ideas • Some effective adaptation of language to narrate, inform, interest/convince • Occasional examples of creative use of language to express individual thoughts, ideas and points of view, occasional justification; variety of mainly common, familiar language, occasional examples of uncommon language • Appropriate use of register and style with the occasional inconsistency
5–8	• Communicates some detailed information relevant to the task, frequently effective development of key points and ideas • Frequently effective adaptation of language to narrate, inform, interest/convince • Examples of creative use of language to express some individual thoughts, ideas and points of view, some justified; some variation of vocabulary and expression with some examples of uncommon language • Appropriate use of register and style with few inconsistencies
9–12	• Communicates detailed information relevant to the task, with mostly effective development of key points and ideas • Mostly effective adaptation of language, to narrate, inform, interest/convince • Creative use of language to express a range of individual thoughts, ideas and points of view, most of which are justified; variety of vocabulary and expression, frequent examples of uncommon language • Predominantly appropriate use of register and style

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Mark	Descriptor
13–16	• Communicates detailed information relevant to the task, with consistently effective development of key points and ideas • Consistently effective adaptation of language to narrate, inform, interest/convince • Creative use of language to express and fully justify a wide range of individual thoughts, ideas and points of view; wide variety of vocabulary and expression, many examples of uncommon language • Consistent use of appropriate register and style throughout

Additional guidance

***Creative use of language* –** examples of creative language use are:

- using language to create an effect
- using language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

Individual thoughts, ideas and opinions*:* this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

Adaptation of language to narrate, inform, interest/convince: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest/convince.

Register and style* definition*: formal register and style includes, for example, avoidance of slang, over-familiar language, exaggeration, 'text speak', inappropriate colloquialisms or writing in a conversational style. Formal register and style require the use of the formal structure when using, for example, verbs, personal pronouns and possessive adjectives.

Question 2: linguistic knowledge and accuracy mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–3	• Uses a variety of mainly straightforward grammatical structures, occasional examples of repetitive complex language • Occasional sequences of fluent writing, occasionally extended, well-linked sentences • Straightforward grammatical structures are largely accurate with occasional accurate use of complex language, some successful references to past, present and future events but some ambiguity; errors occur that sometimes hinder clarity of communication
4–6	• Some variation of grammatical structures, including some repetitive instances of complex language • Prolonged sequences of fluent writing, some extended, well-linked sentences • Generally accurate language and structures, frequently successful references to past, present and future events, occasional ambiguity; errors occur that occasionally hinder clarity of communication
7–9	• Uses a variety of grammatical structures, including some different examples of complex language • Predominantly fluent response; frequent extended sentences, mostly well linked • Mostly accurate language and structures, mostly successful references to past, present and future events; errors occur but they rarely hinder clarity of communication
10–12	• Uses a wide variety of grammatical structures, including complex language • Fluent response throughout with extended, well-linked sentences • Consistently accurate language and structures, consistently successful references to past, present and future events; any errors do not hinder the clarity of the communication

Additional guidance

Complex grammatical structures are considered to be:
- all grammar and structures that are included in the grammar list which are specific to Higher tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

Straightforward grammatical structures are considered to be:
- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

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Errors that **do not hinder clarity**:
- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:
- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors which force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:
- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Question 3 – Higher tier (12 marks)

Translation mark grid and example response

The translation mark grid assesses both communication and content and linguistic knowledge and accuracy. When awarding marks, the student's response across the whole paragraph should be considered.

Mark	Descriptor
0	No rewardable material
1–3	• Meaning of some individual words or phrases is conveyed; frequent omissions/incorrectly communicated words and phrases/ mother-tongue interference • Some straightforward structures are accurate but regular errors prevent meaning of individual phrases/sentences being conveyed
4–6	• The meaning of the passage is partially communicated, some words and phrases are omitted/incorrectly communicated • Language and structures are accurate in some phrases and sentences but some errors prevent meaning being conveyed
7–9	• The meaning of the passage is mostly communicated, occasional words are omitted/incorrectly communicated • Mostly accurate language and structures; errors occur that occasionally hinder clarity and in rare instances prevent meaning being conveyed
10–12	• The meaning of the passage is fully communicated • Consistently accurate language and structures, any errors do not hinder clarity

Question number	Example response
3	Моя школа большая и современная, и (она) находится в центре Сочи. Я изучаю восемь предметов и мой любимый - биология. Я начал(а) изучать биологию, когда мне было десять лет. В следующем году я буду усердно работать, чтобы сдать экзамены, потому что мой учитель сказал, что (это) очень важно хорошо готовиться.

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Additional guidance

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that ***do not hinder clarity***:
- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that ***hinder clarity***:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that ***prevent meaning being conveyed***:
- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

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