

Examiners' Report  
June 2013

GCSE Russian 5RU04 01

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## Introduction

Section A, the short writing task, requires students to produce a short writing task (25-50 words) of Russian in response to a choice of four questions that relate to both of the prescribed themes (Media, Travel and Culture/Sport, Leisure and Work). The task is assessed for Communication and Content (10 marks) and Knowledge and Application of Language (10 marks) and is marked out of 20.

Section B, the longer writing task, requires students to produce a piece of extended writing in Russian (at least 90 words). Students had to choose one of four possible tasks that relate to both of the prescribed themes. Tasks offered students the opportunity to narrate, express opinions and justify points of view. The task is assessed for Communication and Content (15 marks), Knowledge and Application of Language (10 marks) and Accuracy of Language (5 marks) and is marked out of 30. Any response that achieves a mark of 0 for Communication and Content will achieve 0 in the other sections of the mark scheme.

There was evidence that the majority of students were well prepared for the requirements of the examination. There was some evidence of students who did not seem to have had sufficient practice of task types, but this was rare.

Students are encouraged to consider the word total expected for each task. Many students wrote in excess of 25-50 words in response to Section A but this can have a detrimental effect in that focus and specific response to the task can be affected with irrelevancy and ambiguity becoming more common.

There were a range of very impressive responses to the tasks. Students at the top end of the ability range showed evidence of a wide range of grammatical structures as well as sophisticated language and competent giving of opinions. Stronger students employed impressive idiomatic structures to support their responses rather than trying to shoehorn more ambitious language in to the response.

Students showed some impressive use of a dictionary to support responses although some could have had more rigorous dictionary practice to ensure understanding of the differences between lexical items. Students also need to be able to adapt items from the basic dictionary form (this is especially true in verbal structures).

The majority of students were clear on the need and importance of using a range of appropriate tenses. Most were also clear on the need to present and back up opinions in order to access the full range of marks.

There continues to be evidence of students who can demonstrate sound knowledge of Russian but whose main language is a different Slavonic language. There were cases of responses in Ukrainian, Serbian, Bulgarian and Polish amongst others. The work by these candidates is often highly influenced by the mother tongue and marks for accuracy in section B can suffer as a result.

There continues to be some confusion between certain Cyrillic letters such as *а* and *о*, *б* and *в*, *з* and *с*, *ы* and *и*, *и* and *у*, *ч* and *ш*, *п* and *р*. There is also overuse of the soft sign.

Some students did not read the specific requirements of the questions and misread the task in some cases. Well prepared students either ticked the elements of the question or made essay plans which helped to focus on the requirements.

The past tense is the most successfully employed tense though less secure in the plural form. The majority of students are secure in using the first person singular of the present tense but there are some problems in formation of first person plural and third person. The future tense is well used by stronger students but less secure for less competent students who use the correct *буду* but combine this with first person form of present tense verbs. The verb 'to go' continues to be problematic with *еХАТЬ* being used most frequently.

Stronger students used case ending successfully with prepositional, instrumental and genitive being most accurately employed. The accusative case is more problematic for less competent students.

Adjectival agreements in the nominative were generally secure in masculine and feminine singular formation but less secure in the plural form. Adverbs were used by less competent students in place of adjectives. Stronger students used comparative and superlative forms appropriately to back up their arguments. Case endings of adjectives were less secure.

## Question 1 (a)

For this question students were asked to write about a favourite café and to describe this place. For the second task students were required to give opinions on food and drink that they had tried there.

This was a fairly popular question and gave students the opportunity to demonstrate food and drink vocabulary as well as descriptive terms. Stronger students gave interesting descriptions of decor and location of the café and gave full descriptions of the food and drink on offer. These students did not miss any element of the response. The best answers gave a range of opinion phrases and expanded on the actual look of the café. There was evidence of competent use of past tense structures for the second part of the task but some students also scored well by inferring that they had sampled a range of food and drink. Students described a range of establishments from popular high street chains such as Costa or Starbucks to more personal favourites such as independent establishments in Moscow. Less confident students did not describe the café but merely stated where it was situated. Less confident students also made scant reference to food and drink.

Indicate which task you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new task with a cross ☒.

Chosen task:

| (a) | (b) | (c) | (d) |
|-----|-----|-----|-----|
| ☒   | ☒   | ☒   | ☒   |

Привет Никита,

На мою, любимым кафе называется  
«Кафе в Парк» потому что оно в парке!

Кафе совсем маленькое, но очень красивое.

В прошлом субботу, я ел в кафе потому  
что я играл в парке с друзьями. А я  
ел бутерброд, с ветчиной и сыр. Я там  
вода - более здоровы!



**ResultsPlus**  
Examiner Comments

This student has read the requirements of the task and has endeavoured to respond to all elements. Inaccuracy of grammar does not impede communication but the use of adjective does imply lack of security in manipulating the language.

The student has made reference to each part of the task but fuller description of the cafe as well as greater opinion on the food and drink element would have allowed for a higher communication and content mark.

The student scored 7 for Communication and Content and 8 for Knowledge and Application of Language.



**ResultsPlus**  
Examiner Tip

Make sure that each element of the task is addressed as fully as possible within the word limit.

Check work for any irrelevancies.

Indicate which task you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new task with a cross ☒.

Chosen task:

| (a)                                 | (b)                                 | (c)                                 | (d)                                 |
|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

6<sup>00</sup> июня

Дорогой Борис,

Мое любимое кафе «Костя». Она очень хороша. Она красивая и тихая. Отделка красная и ладная. В прошлом, я ел бургеры и я пил чай. Еда была вкусная и чай был хороший. Я хочу есть в «Костя» в будущем.

Пока!



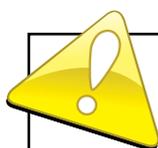
**ResultsPlus**

**Examiner Comments**

A convincing response to the task with full addressing of the question. The student has successfully used four adjectives which although not flawlessly presented give a full description of the cafe within the word limit.

The student has also given a description and opinion on what they have eaten and drunk in the cafe. The student has also given a future inference which backs up the opinion.

This student scored 10 marks for Communication and Content and 10 marks for Knowledge and Application of Language.



**ResultsPlus**

**Examiner Tip**

Check that all elements of the task have been dealt with.

The most convincing responses are frequently within the word limit so try to stick to the 25-50 words.

Indicate which task you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new task with a cross ☒.

Chosen task:

| (a) | (b) | (c) | (d) |
|-----|-----|-----|-----|
| ☒   | ☒   | ☒   | ☒   |

мой самый любимый кафе это 'стар-бакс', в кафе ~~можно~~ есть много место где можно сидеть; деревянные <sup>и</sup> столы и <sup>стулья</sup> ~~стулья~~. Мои ~~самые~~ любимые самая любимая блюда это тёплый бутерброд с колбаской. Самый вкусный напиток это ~~это~~ горячий шоколад. Я люблю ~~эти~~ эти, потому что они очень вкусные.



### ResultsPlus Examiner Comments

A very competent response from a student who has endeavoured to incorporate all of the elements of the task. The description of the cafe is well written with a good range of vocabulary and structure. The second element of the task is dealt with almost perfectly but there is minor ambiguity on whether the candidate has actually eaten and drunk the products or whether these are the favourite food in general.

This student scored 9 marks for Communication and Content and 9 marks for Knowledge and Application of Language.



### ResultsPlus Examiner Tip

Check over the response to make sure that the answer is fully clear.

Make sure that tenses back up the work appropriately.

## Question 1 (b)

For this question students were asked to write about an unforgettable holiday with a description of this destination. For the second task students were required to give reasons for why they would or would not return to this destination in the future.

This was by far the most popular question in section A and gave students the opportunity to demonstrate holiday and travel vocabulary as well as descriptive terms. Stronger students gave interesting descriptions of where they had spent a holiday and made reference to buildings, accommodation and weather. These students did not miss any element of the response and gave sound reasons as to why they planned to return or not. The best answers gave a range of opinion phrases and expanded on the description of the destination. There was evidence of competent use of past tense structures for the first part of the task and stronger students also scored well by using the future tense confidently. Some students did not use the actual future tense but used phrases such as *я хочу, я собираюсь, я хотела бы* thereby inferring that they planned to return. Students described a range of destinations from the most common Italy and Spain to less obvious destinations such as Latvia, Hawaii or Tanzania. Less confident students did not describe the destination fully but stuck to a description of the weather. Some less successful responses talked about a future holiday to a different destination but this was not in response to the task. Less competent students found difficulty in forming the future tense.

Дарное Виктор,  
летом, мы с семьей полетим в  
Нью Йорк. Там очень современный город.  
Когда там теплый, очень красивый вид  
красивый вид, через окно, на город. Мы часто  
посещаем сады или музеи.  
А один раз мы посетим статую свободы.  
Мне очень нравится Нью Йорк и  
бы хотел поехать туда снова потому  
что мне нравится что там самый  
красивый город в мире.



### ResultsPlus Examiner Comments

A very competent response from a student who has dealt with some detail, all of the elements of the task. The description of New York is well written with evidence of a good range of vocabulary and structure. The second element of the task is dealt with very well and there is no doubt in the examiner's mind as to whether the candidate plans to return to the same destination.

Spelling and grammatical errors do not impede communication but show a good ability to apply linguistic structures.

This student scored 10 marks for Communication and Content and 10 marks for Knowledge and Application of Language.



### ResultsPlus Examiner Tip

Use a dictionary to check spelling when reviewing the work.

Check that the answer is fully relevant.

Indicate which task you are answering by marking a cross . If you change your mind, put a line through the box  and then indicate your new task with a cross .

Chosen task:

| (a)                                 | (b)                                 | (c)                                 | (d)                                 |
|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

Здравствуйте ~~я~~ ~~у~~ ~~на~~ ~~та~~ ~~когда~~ ~~я~~ ~~была~~ ~~в~~ ~~сп~~ ~~Магадугу~~. Там было  
 очень хорошая погода. я только  
 узнала ~~в~~ что Магадугу 90% в  
 Гаду было 35°C. я была с  
 Мамай в ~~в~~ ~~бар~~ но мне не понрав  
 -авлось. я была на три разна  
 -и плази. Там было ~~та~~  
 интересно но была бы лучше с тобой  
 увы ты уже скоро пака  
 я ~~жду~~ ~~тебя~~ когда я пауду  
 алет ты паудов ~~в~~ ~~с~~ ~~о~~ ~~м~~ ~~н~~ ~~о~~ ~~м~~



**ResultsPlus**  
Examiner Comments

Phonetic errors make this response less pleasant to read but this is not assessed in Knowledge and Application of Language in Section A. The student has not given a full description of the destination but does refer to weather and the bar. The student infers that there will be a rerun visit with a friend but inference leads to minor ambiguity.

This student scored 7 marks for Communication and Content and 8 marks for Knowledge and Application of Language.



**ResultsPlus**  
Examiner Tip

During the checking of a piece of work use a dictionary to back up competent meanings.

Double check that you have written as full an answer as possible.

Я сначала <sup>А</sup>был <sup>В</sup> в Англию, за  
границей опыта. Это на лето. Козала  
свинина! Эта была закуска. Потом я пошла  
лимонная. Видеть знаменитость ий на Домале  
жа в Лондоне удуть. Обыи кароза место. Я доде  
Его место помнить.

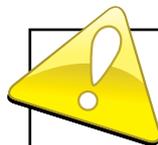


## ResultsPlus

### Examiner Comments

The examiner was not able to follow the train of thought of the student fully as there seemed to be some irrelevance and reference to other questions. Minimum description is given of England as the destination and there is major doubt about a future visit to England. The student does not show clear ability to manipulate language although there is some evidence of competent vocabulary.

This student scored 2 marks for Communication and Content and 2 marks for Knowledge and Application of Language.



## ResultsPlus

### Examiner Tip

Review your response to make sure that it responds to the question.

Use a dictionary to check more complex vocabulary.

## Question 1 (c)

For this question students were asked to imagine that they were looking for a correspondent with similar interests. Students were required to write about their interests and hobbies and for the second part to write about a hobby that they planned to do in the future and give a reason for this.

This was a fairly popular question which gave students the opportunity to demonstrate hobby and free time vocabulary as well as anticipating competent use of the future tense. Stronger students gave interesting descriptions of how they spend their free time with good reference to time, activity and friends. These students did not miss any element of the response and gave sound reasons as to which hobby they planned to do in the future. The best answers gave a range of opinion phrases and expanded on the actual participation in the hobby. There was evidence of competent use of future tense structures for the second part of the task and stronger students also scored well by using the future tense confidently. Some students did not use the actual future tense but used phrases such as *я хочу, я собираюсь, and я хотела бы*. Students described a range of activities but sports were by far the most common. Less confident students did not actually state what hobbies they did but wrote instead that *я люблю*. Some less successful responses misinterpreted the second element of the question and described future job plans or weekend plans. Less competent students found difficulty in forming the future tense.

Здравствуйте, меня зовут Редра. В каждую субботу я иду в бассейн с моими друзьями и играю один час там плаваем. Когда у меня есть денег мне нравится смотреть кино в кинотеатр. Вчера я смотрю "Тали Тотер", это кино очень классно. Также, я также делаю прогулки в парке с моим собакой. Я белая очень быстрый.

В будущем я хочу уйти на работу потому что я хочу отдохнуть на работе и я делаю мне будет ~~хорошо~~ приятный.

Кто хочет делать ~~тоже~~ ~~со мной~~ со мной?



**ResultsPlus**  
Examiner Comments

A competent answer although there is some ambiguity in the second part referring to a future hobby. The student demonstrates some fluent structures in knowledge and application of language. Some inconsistency in application of language is evident in the future tense structure combined with the past.

This student scored 8 marks for Communication and Content and 8 marks for Knowledge and Application of Language.



**ResultsPlus**  
Examiner Tip

Make some time to read through a response before the exam ends. Basic errors can be picked up at this time.

Привет!  
 Мне будут ~~в~~ Софрина и мне шестнадцать лет. Я очень  
 люблю читать книги потому что это это совсем  
 чудесный. Также мне нравится играть в футбол ~~и~~  
 где это ~~тоже~~ солнце светит. ~~Иногда~~  
 Я хотела бы ~~сходить~~ ~~на море~~ ходить в ~~книжки~~  
 городе где я ~~бы~~ буду посетить на библиотеку потому  
 что это большая и я ~~хочу~~ <sup>хочу</sup> ~~сходить~~ ~~на~~ читать книги  
 там.



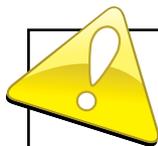
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### Examiner Comments

A very convincing response to the first part of the task talking about hobbies and interests. The student gives full detail and demonstrates convincing knowledge and application of language.

The second part is less convincing. It does reference a future occurrence but is less secure as a response to a future hobby.

This student scored 9 marks for Communication and Content and 8 marks for Knowledge and Application of Language.



## ResultsPlus

### Examiner Tip

Make sure that your response deals fully with the requirements of the task.

Check that someone could guess the question from reading your response.

Нормально тебе это нравится и футбол и  
хотела заниматься гимнастикой в юные годы, мне  
очень нравится этот спорт потому что он красивый  
и в нём много чего можно <sup>можно</sup> изучить, футбол и  
матчи что хотела играть, мне нравится футбол  
потому что и в это время играть. В будущем я  
хочу играть играть в матчи и я очень хочу  
хочу играть играть на чемпионате.



### ResultsPlus Examiner Comments

A good and detailed response to the first part of the task with a lot of information given about hobbies and an attempt to expand.

The student has said which hobbies they would like to practise in the future but has missed off the reasons for this choice.

This student scored 8 marks for Communication and Content and 8 marks for Knowledge and Application of Language.



### ResultsPlus Examiner Tip

Check that the whole task is dealt with. Marks will not be awarded for missing information.

Check that opinions are always included in a response to Section A.

## Question 1 (d)

For this question students were asked to write about a youth club and what they usually do at this youth club. In the second part students were required to describe a recent event and give their opinion on this event.

This was the least popular question in section A, perhaps indicating that fewer young people attend youth clubs. Students had the opportunity to demonstrate hobby and free time vocabulary as well as anticipating competent use of past tense structures with opinions. Stronger students gave full and interesting descriptions of a youth club describing a range of activities that take place there. These students did not miss any element of the response and expanded well in the first part to describe how long they had attended the club as well as what they did there. Stronger students also gave a full description of a recent event with interesting opinions on this. The best answers gave a range of opinion phrases and expanded both sections of the question. There was evidence of easy use of past tense structures for the second part of the task. Students described a range of possible club based activities but sport was by far the most common. Less confident students did not refer to the fact that there was a youth club but just wrote in general terms about free time activities. Some less successful responses did not communicate successfully the opinion requirement of the second part of the task. Less competent students found difficulty in forming the present tense and could not communicate the idea of 'usually'.

Youth Club = Молодёжный клуб Клуб

Молодёжный клуб!

Я хочу рассказать о моём Молодёжном клубе, это очень интересно.  
Можно играть в "шахматы", футбол или хоккей и  
и многое другое с Hobby клубом.

Я хочу играть в шахматы. Я люблю играть!  
Очень в прошлом году, мы играли в шахматы.  
Это очень интересно, я люблю играть!

ОК!



### ResultsPlus Examiner Comments

The student has dealt well with the first part of the task with a competent usage of relevant vocabulary. The student shows some ability to manipulate language here.

The second part of the task is less well developed and misuse of vocabulary and tense has not allowed the student to access the maximum marks available. (Думаем)

This student scored 6 marks for Communication and Content and 5 marks for Knowledge and Application of Language.



### ResultsPlus Examiner Tip

Ensure that the tenses employed back up the content. There will always be a requirement to use more than one tense in section A.

Check vocabulary in a dictionary to ensure correct meaning is transferred

Привет Дмитрий!  
Я хочу рассказать о моём клубе  
для молодежи. Я хочу туда очень  
часто ~~и ты мне очень нравишься~~  
~~заниматься~~ спортом. Один из моих  
любимых ~~всех~~ видов спорта, который  
мы практикуем в клубе, это ~~баскетбол~~  
бокс. ~~Баскетбол~~ В прошлом  
сезончике ~~у нас~~ проводилась конкурс  
по боксу. Мне очень понравилось, потому  
что, я победил!



### ResultsPlus Examiner Comments

A very convincing and full response and the student has skilfully responded to all elements of the task.

Simple but effective vocabulary is used to back up more complex grammatical and structural work.

The student has written within the word limit to achieve total relevance and response.

This student scored 10 marks for Communication and Content and 10 marks for Knowledge and Application of Language.



### ResultsPlus Examiner Tip

Write within the 25-50 word limit.

Count and note how many words have been used.

## Question 2 (a)

In section 2 examiners were looking for a range and variety of language, complex structures, narration, solid use of verbs and a high level of accuracy in order to access the higher marks available.

In this question students were required to write about a typical visit to the cinema and then discuss which film they will see next with reasons for this.

Stronger students gave full responses describing the journey to the cinema, the purchasing of tickets, the experience in the auditorium and the journey home. Less competent responses dwelt on one aspect only of the visit to the cinema and did tend to move to irrelevant descriptions of a meal in a restaurant or a description of town facilities. In the second part of the response more able students gave a range of convincing reasons as to why they would choose the next film, often referring to a favourite actor or having seen previous films in a series. A surprisingly high number of candidates misinterpreted the task and spent some time in describing a favourite film or the most recent film seen.

The future tense was less secure with less able students.

Обычно, я хожу в кино с мамой, родителями и младшей сестрой, но иногда я хожу с друзьями. Мы едем в кино на автобусе, это занимает немного времени, но весело. Кино в нашем городе находится в на главной улице. Здание в котором находится кино очень современное. Кроме кино в этом здании есть буфет, бассейн, рестораны и магазины.

Когда мы приезжаем в кино, мой папа идет покупать билеты на фильм, а мы с мамой и с младшей сестрой идем покупать поп-корн, чипсы и колу. После этого мы идем смотреть фильм. Мы сидим все вместе, едим поп-корн и смотрим.

Мы в следующий раз, мы планируем все вместе пойти на фильм который называется "Мэри Поппинс". Это мюзикл. Мы очень любим смотреть

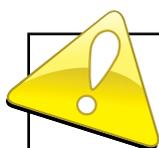
Музыкалы, потому что они интересные  
и очень добрые. Кроме этого  
в этом фильме я узнаю любимая  
актриса моей мамы - Джули Антон,  
и любимый актер - Ханс-Дик Вак  
Дайк. Я тоже очень люблю этих  
актеров и люблю я смотреть музыкалы,  
потому что в них много музыки  
и песен.



### ResultsPlus Examiner Comments

The student has demonstrated a good level of vocabulary use and a clear knowledge of how to manipulate language. The student gives a full and detailed account of the usual visit to a cinema with reference to the event itself as well as who attends the film. The candidate deals simply and effectively with the second part about a future film project and does develop the reasoning for this choice.

This candidate scored 5 marks for Accuracy, 15 marks for Communication and Content and 10 marks for Knowledge and Application of Language.



### ResultsPlus Examiner Tip

Make sure that the response is sufficiently detailed and responds to the task.

If more complex reasons are given, make sure that Knowledge and Application of Language back up the Communication and Content.



## Question 2 (b)

For this question students were required to write about a celebrity. A range of personalities were discussed from actors to sportspeople to singers and to politicians. Stronger students gave full accounts of who the person being described was and why they wanted to describe their chosen celebrity. Stronger students also gave full details about a recent action by the chosen celebrity with detailed opinions on what they thought about this.

Less convincing answers did not address the second part of the task fully with no mention of a recent activity. In missing such a crucial point from the response students could not access the higher marks for Communication and Content.

Strong answers exhibited competent use of descriptive vocabulary along with sound use of the past tense.

Some students misread the task and wrote responses relating to a celebration rather than a celebrity. Students are reminded to read the task carefully to ensure comprehension of the requirement.

Indicate which task you are answering by marking a cross in the box . If you change your mind, put a line through the box  and then indicate your new task with a cross .

Chosen task:

| (a)                                 | (b)                                 | (c)                                 | (d)                                 |
|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

Один из мой любимых ~~актёры~~ актёры Кристиан  
Принц. Он тоже актёр который ещё  
особенно низкий голос. Недавно, он  
учил, студента актёр как устроить вать.<sup>22</sup>  
Я <sup>люблю</sup> ~~люблю~~ его потому что я думаю  
что он ~~ещё~~ очень смешной. В субботу  
я слышал по радио где он ~~разо~~  
разговаривал с гостями о семье и  
серьёзно он ~~записывал~~ записывал. ~~Был~~  
интересно ~~то~~ потому что он разговаривал  
о характере и рассказ, может как  
каждый человек.<sup>62</sup> Он ~~работал~~ с Джеконе  
и ~~это~~ это шоу и ~~ещё~~ ~~ещё~~ ~~ещё~~ ~~ещё~~  
который может какой-то мой любимый  
актёр. В будущем я ~~хотела~~ <sup>хочу</sup> ~~хочу~~ ~~хочу~~ ~~хочу~~  
изучить

6. Он его в Китае чтобы я могла  
читать хорошая актриса. Мой любимый  
характер который он сыграл в кино  
Кейваджинца от сериала по названию  
"Дурачина!". Я часто смотрю его  
сериал сериала и подкасты.



## ResultsPlus

### Examiner Comments

This response demonstrates some ability to reference the set task but sequencing of the response does not make it pleasant to read. There is some evidence of ability to apply language convincingly but inaccurate use of language also at times leads to breakdown in communication. The response would have benefitted from further description of who the celebrity being discussed actually is. Beyond the fact that this person is an actor there is minimal development of this.

This student scored 2 marks for Accuracy, 10 marks for Communication and Content and 7 marks for Knowledge and Application of Language.



## ResultsPlus

### Examiner Tip

Make sure that all sections of the response receive sufficiently detailed information.

7  
А вы хотели рассказать о моём любимом актёре - Цене Самаргадере.

С самого детства он хотел стать актёром, однако, его не приняли в актёрскую школу. Чтобы заработать на жизнь он нашёл работу моделью и оставался в модельном бизнесе довольно-таки долгое время. Несмотря на занятость и прошлые неудачи, он продолжал мечтать о работе в кино. И вот, в возрасте 20 лет, он получил свою первую роль на телеэкране. Но известность и популярность пришли к нему несколько позже. По-настоящему знаменитым он стал после выхода в свет сериалов "Остался в живых" и "Дивилка валькира". За роль красавца-вампира в последнем, он не раз получил награду "За лучшую мужскую роль", а также уже третий год подряд он удерживает за собой звание "самого желанного сверхъестественного персонажа".

Личная жизнь у Цена Самаргадера складывается также удачно, как и карьера - вот уже четвертый год он встречается с коллегой по сериалу "Дивилка

валькира" Жиней Добров. В последнее время, журналисты даже пишут о том, что пара ждёт ребёнка. Правда <sup>это</sup> или нет - остаётся только гадать.

Помимо всего вышеперечисленного, Цен также имеет свой фонд "ISF", который занимается сбором средств для спасения вымирающих животных.

Вот, собственно, и всё, что я хотела рассказать  
об этой уличной, интересной, безусловно красивой и  
очень доброй женщине.



**ResultsPlus**

**Examiner Comments**

This student is clearly able to use a developed and wide range of vocabulary and structures. The use of tense is very accurate and more complex language is consistently employed. The student scores very highly for knowledge and application of language as well as for accuracy.

Communication and content marks are less successful as the student has not developed sufficiently a response to something the person has done recently. There are references to past activities but the requirement for recent activity is not developed.

This student scored 5 marks for Accuracy, 7 marks for Communication and Content and 10 marks for Knowledge and Application of Language.



**ResultsPlus**

**Examiner Tip**

Read the question accurately for specific requirements of the task.

## Question 2 (c)

This question required students to describe a day out at a sporting event. Students described a wide range of possible events with attendance at football matches, Wimbledon tennis, Olympic events and school sports days being the most common.

Stronger students gave full descriptions of the whole day with convincing discussion on how the day went. Students had the opportunity to use complex past tense structures alongside a convincing and wide vocabulary relating to sports and opinions. Less convincing responses dealt with only one element of the day out and did not give any opinion on the event. There were several cases of students who described personal achievement during a sports day and such responses demonstrated good ability to manipulate more complex and unusual vocabulary.

The second part of the task required students to detail which sports they and their friends take part in. Stronger students again gave full and convincing descriptions and reasons for this. Less convincing responses did not mention sports practised by friends and therefore did not deal with the full requirements of the task. Some students had difficulty in differentiating between *играть* and *заниматься*.

Сегодня я и мой друг были  
на спортивном дне, ~~за ~~сегодняшним~~~~  
сегодняшний день мы с друзьями  
попробовали много ~~в~~ разных видов  
спорта. ~~Мой друг~~ моему другу очень  
нравится футбол, поэтому он остался  
играть еще один ~~на~~ матч. А я тем  
временем пошел играть в ~~на~~  
волейбол так как это мой любимый  
вид спорта. Я сыграл одну игру  
и победил. Мне очень понравилось  
и я пошел и записал меня и моего  
друга на турнир, если ~~мы~~ мы  
выиграем турнир мы получим  
кубок, майку, ~~и еще~~ волейбольный  
мешок и почетную грамоту за  
выигрывать. ~~За~~ За весь турнир было  
10 игр из которых надо было  
набрать как можно меньше ~~проигрыш~~  
проигрышных очков. Мы начали играть  
наша ~~друга~~ команда ~~была~~ была

очень дружелюбной и мы играли очень  
хорошо... Мы играли очень хорошо и  
~~я бы~~ выиграли пять игр но нам  
еще надо было выиграть пять  
игр так что ~~мы~~ мы не расслабились.  
Тот день прошёл мы и не заметили.  
За все десять игр мы проиграли  
только одну игру потому что мы  
очень устали. В конце дня я и  
мой друг получили наши  
призы. Мы с моим другом были  
очень довольны и поехали в  
следующем году. Советуем всем  
кому нравится спорт посетить  
это место.



### ResultsPlus Examiner Comments

This response has full and convincing description of a day spent and involved in a sports day. The student has developed the response to this element with assurance and confident manipulation of language. The second requirement is less convincingly developed with less convincing reference to sports that the student participates in with friends. There is good description of a friend's involvement at the sports day but the task requires present tense description of which sports are done generally with reasons for this.

This student scored 4 marks for Accuracy, 8 marks for Communication and Content and 9 marks for Knowledge and Application of Language.



### ResultsPlus Examiner Tip

Read through a response to double check for missed elements from the task.

Prepare a check list for key grammatical points. All tenses should be referenced in section B with two tenses developed fully and equally.

Спасибо за чтение моего ответа. Я вам расскажу про день который я провел вместе с моими друзьями на спортивном событии. Утром с восьми до двенадцати, мы играли в футбол, Я конечно очень много играл и мы быстро проиграли. Потом мы решили сходить в теннис, Это был мой любимый спорт и я занял первое место на турнире с друзьями. Нам не было ресторан так что нам пришлось купить бутерброды и в итоге они были вкусные. Обычно когда я занимаюсь спортом с друзьями, когда я с друзьями, мы всегда плаваем или играем в футбол, это нашей любимые спорт и летом плавание всегда от жары. Но в этот день, мы хотели попробовать разные новые виды спорта, так что мы с играли в теннис, нам тоже понравился теннис, так что любимым спорт был теннис. Теннис стал мой любимый спорт потому что было очень интересно. А без конца и правила и спорт был очень интересным. Аха Ах Octavius.



### ResultsPlus Examiner Comments

A very competent response and the student has considered both elements of the question. The past element is very convincingly developed with a full description of what the event actually involved. The section about which sports the candidate practise with friends is mentioned and dealt with minimally. The reference to tennis is not sufficient to attain the highest marks available for Communication and Content. Knowledge and Application of Language as well as Accuracy are extremely competent and score highly.

This candidate scored 5 marks for Accuracy, 12 marks for Communication and Content and 10 marks for Knowledge and Application of Language.



### ResultsPlus Examiner Tip

Make sure that equal time/words are given to both elements of the task. If one does not stand out as being of an equal length then add more detail during review time.

## Question 2 (d)

This was the least commonly chosen question in Section B. Students were required to discuss part time jobs undertaken by young people with reference to a job that they themselves had actually done or planned to do in the future. Stronger students took this opportunity to demonstrate their ability to manipulate the full range of tenses and there were some convincing responses to this. Less strong were generic answers about jobs in general with no specific reference to personal experience or intention.

The second requirement of the task was to give an opinion on whether it is a good idea to work while at the same time studying. Very strong answers gave both sides of the argument before giving their own opinion. Some students took this opportunity to discuss their own school life which was irrelevant to the task. A surprising number of students also made no reference to this section of the question and therefore could not access the higher marks for communication and content.

В школе я изучал русский язык, математику, физику и т.д. Я очень люблю изучать и думать науки, что это интересно и полезно, но я мечтаю не так как мак это кино. Вера, ~~я~~ я изучал ~~язык~~. Спорт - это классно. Завтра я буду изучать географию. Я думаю что лучше всего в будущем, я буду изучать в колледже науки, что я хотел бы работать в колледже. Мне очень много жаль. Я хочу стать врачом как мак мне нравится работать с людьми. Но ~~я~~ сейчас, я рад что я очень счастлива - науки, что я люблю <<преподаватель топ>> и я очень люблю изучать с друзьями.



### ResultsPlus Examiner Comments

This student has written a largely irrelevant response about school which is not the aim of the task. The student does gain some credit for the reference to a future job that he/she would like to do. A response that is irrelevant scores less for Communication and Content. The student does show some ability to manipulate language.

This student scored 3 marks for Accuracy, 4 marks for Communication and Content and 4 marks for Knowledge and Application of Language.



### ResultsPlus Examiner Tip

Do not write a generic essay. Make sure that you know which topics are included under the headings of media/travel/culture and sport/leisure/work.

Я думаю что много молодые люди ~~хотят~~ хотят  
работать, потому что они ~~наде~~ хотят  
деньги на свой деньги. ~~На~~ Молодые люди  
часто ~~ва~~ выбирается лёгкий ~~в~~ работа, потому  
что они надо учиться. Я думаю что лучший  
работа - няня или официант. Мне ~~на~~  
нравится смотреть за ребёнок, и моя  
любимые работа - няня. ~~Эти~~ Если ты не  
нравится ребёнок, тогда няня работа не  
для тебя. И если ты любишь ребёнок и тебя  
нравится весело игра, тогда няня работа  
для тебя! ~~В~~ ~~прошлом~~ Прошлом лета когда я было  
в Лумбе, я было няня для ~~мой~~ моя двоюродная  
сестра. ~~Теперь~~ Теперь она четыре лет. Каждый день мы  
ходили на ~~дет~~ парке, играли с мяч, ходили на  
море. ~~В~~ Следующий ~~летом~~ летом, когда я  
буду в Лумбе, я буду она няня опять. Мне  
очень нравится этот работа!



### ResultsPlus Examiner Comments

This student has written a competent response detailing the fact that young people have to and wish to work. The details about popular jobs are developed and the description of a past job working with children responds to the task. The student does not make reference to the requirement of discussing whether it is a good idea to work while studying. This is automatically assessed as a major omission.

The student does show some ability to employ more complex structures but accuracy becomes more variable at times.

This student scored 3 marks for Accuracy, 7 marks for Communication and Content and 7 marks for Knowledge and Application of Language.



### ResultsPlus Examiner Tip

Check spellings and grammatical accuracy carefully.

Make sure that each element of the task is mentioned and expanded upon.

## Paper Summary

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

- read all rubrics carefully
- ensure that Russian is used to answer the questions
- make sure that appropriate tenses have been used to answer the questions
- check the persons of the verbs and the correct endings for these
- check spellings carefully
- check that Roman script is not used where Cyrillic is required
- ensure that both bullet points are dealt with equally in section A
- do not write a generic essay in section B. Make sure that all elements of section B are dealt with
- remember that if a mark of 0 is awarded for Communication and Content then a mark of 0 will be awarded for Knowledge and Understanding and for Accuracy
- avoid writing too much in section A. Stick as close to the word limit (25-50) as possible
- Section B requires an answer of at least 90 words
- use the dictionary appropriately
- tick the box at the top of the page to indicate which question has been answered.

## **Grade Boundaries**

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

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