

Examiners' Report

June 2014

GCSE Russian 5RU04_01

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Introduction

Section A (the short writing task) requires candidates 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.

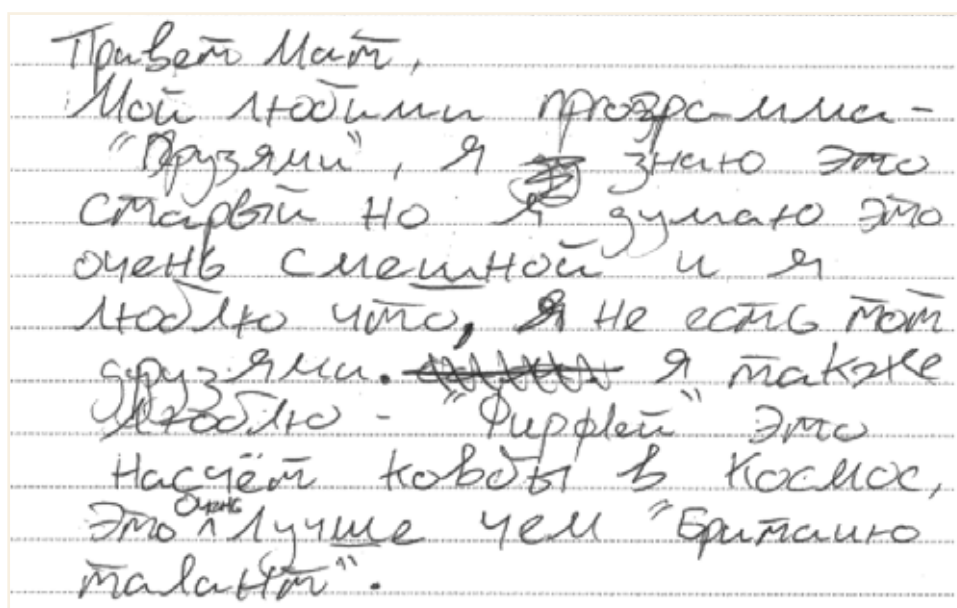
Section B (the longer writing task) requires candidates to produce a piece of extended writing in Russian (at least 90 words). Candidates had to choose one of four possible tasks that relate to both of the prescribed themes. Tasks offered candidates the opportunity to narrate, express opinions and justify 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.

Section A

Question 1(a)

Candidates were required to discuss which TV programmes they and their friends watch. The second requirement of the task was to describe a recently watched programme with opinions of this programme.

Successful responses fully embraced the requirements of the task with interesting descriptions of a range of TV programmes. Vocabulary for types of programme was well known although there was some confusion between программа and передача. Some candidates failed to mention the programmes that their friends like to watch. Stronger candidates gave good descriptions of recently watched programmes and there was good use of the forms of нравиться. Less confident candidates listed TV programme names in English without describing what these programmes are. American sitcoms and Russian nature programmes were most frequently described. Some candidates incorrectly gave summaries of films that they had watched.



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Examiner Comments

The candidate has made a fair attempt to describe the programmes watched but has failed to expand to meet the requirements of the task. There is no mention of what the candidate's friends watch and the opinion of a recently watched programme is missed. The candidate does give some description of the programme "Firefly" as being better than another programme. The candidate also has the opinion that the candidate does not have friends like those from the sitcom "Friends".

The candidate makes no use of tense.



ResultsPlus

Examiner Tip

Make sure that all elements of the task are dealt with.
Ensure evidence of more than one tense.

Привет! tany@mail.ru
 Иногда, я с мамой и сестрой, смотрим
 телепередачу который называется "Сверхъестественное"
 телепередача о братов ^{редко} ~~это~~ печальное, но забавно.
 Друг смотрит шоу "TOWIE" ~~мне~~ для
 меня, ^{это} очень скучно.



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Examiner Comments

The candidate has made a good attempt to deal with the task. There is evidence of what the candidate actually watches and the viewing preferences of a friend are included. Some good opinion words are included such as печально and забавно. Verb forms are less secure with non agreeing forms employed. There is no evidence of tense knowledge.



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Examiner Tip

Include more than one tense.

Use the dictionary to check spelling of words such as друг

Как дела?

Я и мои друзья любимым смотрим
 по телевизору программа 'Friends'.
 Это очень смешная передача, и
 я так же люблю 'Dance Moms'.
 Недавно маму, я смотрела
 'Waterloo Road'. Было ^{очень} интересно
 и мне не понравилось.



ResultsPlus

Examiner Comments

The candidate has made an excellent attempt to incorporate all of the requirements of the task. It is clear to read which programmes the candidate and friends watch and there is mention of which programme has been watched in the past with an opinion. The candidate shows evidence of being able to manipulate language as well as employing an appropriate range of vocabulary.



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Examiner Tip

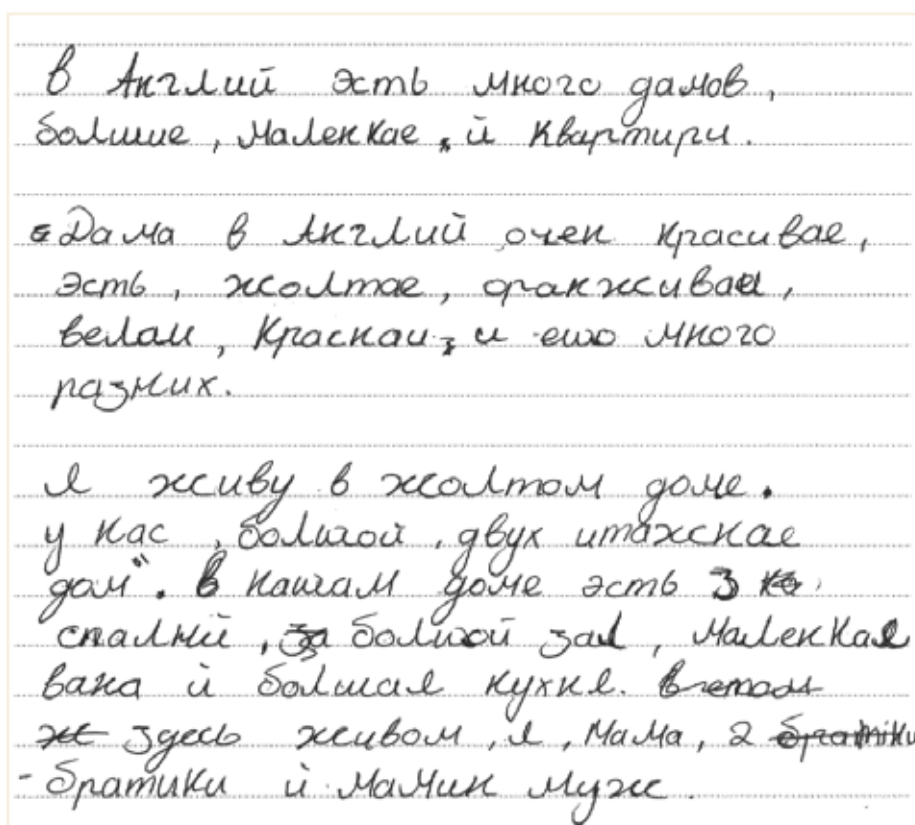
Read through to check for phonetic errors and use the dictionary to support language manipulation.

Question 1(b)

This question required candidates to give a description of their own home. The second element required candidates to say where they wanted to live in the future with reason for this decision.

There were many successful descriptions of home with details about rooms and/or location of the house. Some candidates described other inhabitants of the home and who shared rooms. Several candidates took on board the rubric to give descriptions of homes generally in the UK. Less secure responses moved away from the topic to describe town facilities.

Candidates used the future or conditional tense well to write about desired future living plans. Reasons for choice ranged from simple but effective descriptions of another town to explanations of the need for more space. Less successful responses did not give reasons for the future planned living arrangements.



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Examiner Comments

This candidate shows evidence of being able to go beyond a minimal response. The candidate can clearly manipulate language and shows a good range of vocabulary.

No attempt is made to deal with the second bullet point so the candidate does not score for use of tense.



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Examiner Tip

Check spellings in a dictionary and beware the most common phonetic spelling errors.

Make sure that all elements of the question are answered.

я хочу в гостях. Много он про-
 я думаю что моя гонимая это
 описано, так как мне кажется что
 это хорошее дело клерика, и это
 самым лучшим способом гонимых в мире.

В следующем я хотел бы вернуться
 к вопросу. Однако, по-прежнему это важно
 и сейчас что это важно, и поэтому
 важно. Кроме того я хочу сказать
 в мире и это тоже очень важно.
 очень.



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Examiner Comments

This script demonstrates that it is possible to score very high marks without total accuracy. Accuracy is not marked in section A but application of language is.

The candidate has balanced the response equally between both of the elements and successfully deals with both parts. The candidate is close to the upper word requirement.

An impressive range of structures for this section with impersonal forms, accurate tenses and good use of adjectives.



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Examiner Tip

Make sure that each section of the task is dealt with and try to weight the response to each of these sections.

Я живу в доме. У меня есть две комнаты,
 одна ванная и кухня и сад-сад. Мне столько
 есть 1-ровом, 1-хитылинка и моя
 манерный стол. Я живу в будущем
 живу в центр городе в дом. Но из-за
 неженко от противостоят.



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Examiner Comments

The candidate endeavours to deal with each section of the task. The first section is given very much in list form. Listing does not allow for knowledge and application of language marks to be full.

The second part is dealt with but less successfully manipulated language means that the meaning is not clear.



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Examiner Tip

Try to avoid lists.

Check verb structures carefully.

Question 1(c)

This was the most commonly answered question from Section A.

Candidates were required to write about sport or exercise that they and their friends do. The second element required description of a sport that the candidate had done in the past with reasons as to why they had done this sport.

The most successful responses adhered to the 25-50 word total which allowed for less irrelevant material to be included. Some candidates gave information about diet which was not required for this question. A large number of candidates did not mention sports that their friends took part in and thus could not score maximum marks. The majority of candidate use opinion words well to comment on which sports they liked to take part in.

Successful responses to the second part gave time phrases to write about sport done in the past ranging from «когда мне было 8 лет» to the more simple but equally valid «в субботу».

The past tense was generally well formed but there were a surprising number of responses that formed the past tense with the soft sign at the end. Some candidates failed to mention the reason as to why they had done the sport.

В двадцать ~~первый~~ первом веке, очень мало кто занимается спортом. Я и мои друзья любим играть в баскетбол на улице. Также, в свободное время я ~~то~~ люблю играть в футбол, на улице. Когда я была по-моложе, я занималась гимнастикой. Однажды, меня мама завела в кружок гимнастики, и я решила ^{продолжать} продолжать этот кружок, так-как мне очень понравилось.



ResultsPlus Examiner Comments

A very full and detailed response to the question. The candidate deals with the requirements of the task in logical order. Mature reasoning for having taken part in gymnastics adds to the quality of the response. The extra information given supports the answer and the response is very close to the 50 word target.



ResultsPlus Examiner Tip

Stick as close as possible to the word limit as this does not allow for irrelevant information.

Follow the order of the question in the response.

ПРИВЕТ меня зовут Адам. Я живу в Дарлингтон.
 Моя Друг и я играть много спорт вместе.
 И любить спорт. Зарядка и спорт мы
 участвовать. Бы Футбол, Теннис, Ругби,
 Нокки, Баскетбол и пловец. Спорт я
 приехать ~~идти~~ играть с мимом Футбол
 потому что это как весело и лёгкий
 и играть.



ResultsPlus

Examiner Comments

The candidate has read the task requirement carefully and shows evidence of responding to it. The first line is irrelevant information and is discounted. The candidate is clearer in the first part of the response. Incorrect use of dictionary leads to ambiguity and it is difficult to understand the response to the second part.



ResultsPlus

Examiner Tip

Check verbs and when to use the infinitive form.

Make sure that correct items are taken from the dictionary. Schools should ensure that relevant dictionary use has been practised.

Мне 15 лет и я с друзьями люблю
 балет, а ~~я~~ ~~еще~~ балет танцую 10 лет
 и мне очень нравится этот вид спорта.
 Мои друзья любят танцевать и им тоже
 очень нравится.
 а ~~еще~~ ^{еще} занимаюсь ~~еще~~ 'йога' и этот
 спорт очень расслабляет тебя.
 Когда мне ~~было~~ было 10 лет я играла
 футбол но мне надоело ~~так~~ так что
 я закончила играть и просто начала заниматься
 йогой.



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Examiner Comments

The candidate has endeavoured to deal with all elements of the task. The candidate shows some ability to manipulate language to qualify the work. There is evidence of the ability to manipulate verbs. Non-Cyrillic letter formation does not enhance the work and makes it more difficult to read.



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Examiner Tip

Ensure sufficient practice of letter formation. Check work for common incorrectly formed letters. There is a part of the marking criteria that states whether a piece is "pleasant to read".

Question 1(d)

This was the least commonly answered question from section A. Candidates were required to give some details about themselves in response to a request to find work experience. The second element required candidates to say what job they want to do in the future with reasons for this decision.

The best answers gave relevant information with relevant register. Impressive responses included previous experience and mentioned qualifications. Simple but effective answers included interests and hobbies. Less secure responses did not develop personal information beyond name and age.

The second part allowed candidates to use future or conditional tense responses. The conditional tense was used frequently in this series. Candidates demonstrated sound knowledge of job vocabulary and some candidates mentioned how they would achieve this career goal. Reasons for job choice were well developed with descriptions of future plans and financial security. Less competent answers did not develop the reasons for the job choice and sometimes inappropriate tense usage meant that the meaning was not communicated.

Меня зовут Даниель и мне 13 лет, у меня
карие глаза и русые волосы. Мать мою
зовут Елена и она русская, папу зовут
Керо и он итальянец.
Я хотел бы быть ^{профессор} ~~инженером~~ морского,
потому что я хочу есть морское
бесплатно и за ~~это~~ это можно получить
деньги.



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Examiner Comments

The candidate deals fully with the requirements of the task. There is clear information about the candidate although physical description may not be the first thing to include in a work email. The second part is personal and interesting with good reasoning given as to the choice of career. Good verb formation enhances the work.



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Examiner Tip

Balance the two parts of the response equally. There is no reason to use overly ambitious language at this level.

Здравствуйте!

Меня зовут Степа и я очень хочу
работать в вашей компании
когда я очень впечатлена как добра
и успешна организация.

Я очень люблю читать ^{страшные книги} ~~все~~ и
я очень добра слушатель. Я учить
география и математика в
~~на~~ английское школом. Наконецто,
~~я~~ я знаю ~~она~~ английский язык
и ~~она~~ болгарские язык.

В будущем, я очень люблю работает
в ~~на~~ ваша компания.



ResultsPlus Examiner Comments

The candidate has endeavoured to respond to the task but has not given reasons as to the choice of career. Incorrect manipulation of language at times leads to breakdown in communication. Using a dictionary to check spellings of words would have been of benefit.



ResultsPlus Examiner Tip

Make sure that every part of the question is dealt with. Check spellings of less secure vocabulary in a dictionary. Ensure that more than one tense is employed appropriately.

Здравствуйте! Я нравятся русская музыка и русский язык,
 я применение много русский язык много время потому что
 я люблю русский в формы в други и я нравятся
 как от это звуки. я тоже нравятся компьютер и как
 они работают. они очень сложный строить и я флюently
 вызов. В будущее я хотел мой работат был
 пилот из в Британский Военно-воздушные силы.
 Это это потому что я нравятся самолеты, и я
 думаю это хорошо образ жизни.



ResultsPlus Examiner Comments

The candidate gives a stronger response to the second element of the task. It is clear what job the candidate wishes to do and the reason for this. Incorrectly formed language and inappropriate dictionary usage has resulted in a less convincing response to the first requirement of the task. There is also some irrelevancy in the first part.



ResultsPlus Examiner Tip

Balance the length of response to both parts of the task to eradicate irrelevant points. Use a dictionary appropriately.

Question 2(a)

This question required candidates to describe a past shopping trip. The candidates also had to describe what they had bought and if this was what they had intended to do. The final part required candidates to describe what they would buy on a future shopping expedition.

The most successful responses dealt with all elements of the task equally. There were impressive descriptions of shopping centres and the journey to these places. The most commonly bought items were items of clothing which allowed candidates the opportunity to show adjectival knowledge. Candidates also described the actual day and described café visits and reasons for the trip. Future tense usage was well handled by the best responses which were expanded to write about where, what and why.

Less successful responses did not balance the response or went too far off-task. Less competent responses wrote about what they had bought only with minimal description of the trip and of future shopping plans. There was evidence of candidates who mentioned that they had taken part in a different activity at the end of the day and gave too much irrelevant detail to describe a visit to the cinema or how they spent their birthday.

The most successful responses incorporated relevant tenses and applied more complex structures. Candidates should beware listing the names of a range of shops in English.

Привет,
вчера я ходила на покупки, и хотела поделиться
стодой как это прошло. Примерно неделю назад,
я узнала что в моем модном обувном магазине
50% скидка. Но когда я пришла в магазин я была разоча-
рована ценами! В ^иместо того чтобы они ^{продавца} понизились
они повысились! И когда я спросила у ^{продавца} почему
цена не снизилась, продавец сказал: „Извините
мне ^{говорили} ~~я не знала~~ чтобы у нас это будет скидка,
значит нету.“ Расстроенная, то что я не купила
те блестящие босоножки которые я себе
приценивала, я пошла дальше. И тут когда я
шла я выходила в то желтое платье висевшее
на витрине. Я зашла в магазин и начала
рассматривать платье. На маленькой желтой ткани
были блестящие нити которые так красиво
отражали светящийся на них свет. На конце
платья были как будто серебряные искры от
огня. ^{тебе} Я купила это платье так как я знала
что ~~это~~ ^{желтый} твой модный цвет.

В будущем я точно заранее узнаю если
 есть скидка и при этом еще рассчитаю
 что я хочу купить. Я забыла сказать что
 в следующий раз я хочу купить себе
 планшет, только мне нужен твой совет.
 Их слишком много!



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Examiner Comments

A very competent and detailed response to the task. The candidate has endeavoured to deal with each element of the question. An impressive range of structures and vocabulary are supported by a very high level of accuracy. The future purchase could have been expanded upon but the quality of the remainder of the response makes up for this and is not an issue.

Try to give full answers to each part of the section. Using non repetitive vocabulary and a range of tenses add to the knowledge of application marks. Not exceeding the word limit is also of benefit to avoid irrelevant information.

правильно субботу, я ездила в Лондон с сестрой^{чтобы}
 мы ходили в Лондон на поезд и это было жарко
 и шумный! я не люблю поезд но это дешёвый.
 мой ~~любимый~~ магазин в Лондоне - Моттор
 и бирбери но ~~это~~ это дорогой. сестра любит прим-
 арк потому что это очень дешёвый. я купила
 много ~~компакт-диски~~ компакт-диски, книги и красивые
~~меховая шёлк~~ меховая шёлк. сестра купила браслет
 и браслет. После, мы ходили в ресторан ~~французский~~
 -мандондс - где я ~~купила~~ ^{ела} биг Мак и картофель
 фри - это хорошо! я ходила в новсе магазине
 где можно купить сувениры ~~для~~ ^{для} для семьи
 друзей. я купила браслет для мамы и
 галстук для брата. я ~~очень~~ ^{очень} очень
 люблю купил с сестрой потому что это было
 забавно и ~~очень~~ ^{очень} очень фантастически! ~~буду~~
~~буду~~ в июль, я ^{еду} буду ~~еду~~ в кино с

друзья чтобы смотреть новую фильму потому
 что это мой любимый актер - Том Худдлестон -
 в фильмах. Я буду ~~завтра~~ завтра вечером, я
 буду ~~завтра~~ завтра в библиотеке где можно купить
 и я ~~буду~~ буду еще в ресторане. ~~и~~ ~~буду~~

* Но я не купил новую книгу потому что это
 было дорого! ~~и~~ ~~буду~~ ~~буду~~ ~~буду~~



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Examiner Comments

The candidate gives a good account of the shopping trip and this is the strongest element of the response. The description of a future shopping trip is unclear and the candidate spends more time describing a visit to the cinema and this is irrelevant. The candidate shows some good vocabulary knowledge but is less secure in manipulating language and leads to some inaccuracies.



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Examiner Tip

Ensure that the response is relevant and answers the requirements of the task. Check verb forms, especially when two verbs are written together.

Привет Анна!

Две недели назад, мы с друзьями ~~и~~ ездили по-
магазинам чтобы купить новую одежду.

Утром, мы ездили автобусом и мы приехали в
большом городе «Лондон» часов в семь.

В магазинах, я видел красивую шапку и я
купил её потому что погода была бы холодной зимой.

После обеда, мой друг я купил носки которые были
современные и тёплые но к сожалению, у нас было
мало времени, поэтому я некого не купил который
я хотел.

Если я возвращаюсь в субботу, я буду покупать
белую рубашку особенно летом когда погода будет
жаркая.

Также, я хотел бы ^{покупать} покупать потому что следующую
года я буду в первом классе - это лучше чем
сейчас!



ResultsPlus Examiner Comments

The candidate makes a very good attempt to deal with all requirements of the task. There is good evidence of description of what was actually bought and the candidate deals successfully with the future requirement of the task. The task would benefit from smoother linking between points. The candidate helpfully gives a word count of 116 which is a little over the requirement but is acceptable.



ResultsPlus Examiner Tip

Make sure that the response flows with good linking words. Do not use tenses just to show that you can. The language used should support the response.

Question 2(b)

This was by far the most commonly answered question of section B. Candidates were required to give preferences of means of transport when going on holiday. Candidates were then expected to describe a past holiday and they had to include how they had actually travelled on that holiday. Finally, candidates had to write about their plans for a future holiday.

The nature of this task led candidates to use a range of tenses and give opinions. The most successful responses took all of this on board and demonstrated sound tense understanding and a wide range of holiday vocabulary. The best responses dealt with the requirements of the task in order and started with the reasons as to why they liked to travel by various means. Aeroplane was the most commonly liked method but other responses successfully described travel by car, train and boat. Impressive answers then described a past holiday and ensured description of the actual journey to access the most marks. The strongest answers then moved to writing about future holiday plans and ensured sufficient description of this rather than a one sentence add-on.

Less successful responses did not deal with all elements of the question. There was evidence of generic holiday type essays which although well constructed did not deal with the travel element of the question. Candidates had to describe travel with opinions to access the full mark scheme. Less competent candidates struggled with the future constructions of the verbs "to go". Less competent responses also showed less ability in giving reasons for choices.

В прошлом году я ездила ~~в~~^{на} в Испанию в июле с семьей. Каждый день я ~~ходила~~^{я предпочитала ездить} на ~~мне~~^{своим} я ездила в самолёте потому что мне кажется что ~~это~~^{это} очень удобнее чем ~~если езжу~~^{езжу ездить} на поезде. Каждый день я ходила на пляже чтобы загорать и получить загар так как погода была очень хорошая. По вечерам я ужинала в ресторане и потом я часто ~~в~~ ходила в дискотеку где я могла танцевать и петь.

В будущем году я поеду в Америку в июле с друзьями. Мы поедem на самолёте так как это очень быстрый. Если ~~если~~^{если} ~~солнце~~^{солнце} будет светить я плавала в море, хотя если будет дождь мы будем ходить в кино чтобы смотреть фильмы. Также я хотела ~~бы~~^{осмотреть достопримечательности} (если у меня есть деньги) и ходить по магазинам, потому что Америка там ~~там~~^{там} всё есть и я считаю что это очень ~~замечательная~~^{замечательная} страна.



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Examiner Comments

The candidate gives a good account of future holiday plans with competent reasons for this choice, although some confusion of tenses means ambiguity. The first part of the response endeavours to deal with the travel preferences and the description of a previous holiday. There is some confusion in this part of the response and it would have benefitted from planning out where the information was to be given.



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Examiner Tip

Prepare a short plan to help with the sequencing of the response. Check over your work, looking at verb formation in particular. Do not confuse past tense formation with future.

Я ~~то~~ ~~люблю~~ ~~едем~~ ~~на~~ ~~как~~
~~какие~~ ~~какие~~ ~~куда~~, но я очень
~~люблю~~ ~~какие~~ ~~куда~~ в ~~зиму~~ ~~зима~~
 потому что ~~я~~ ~~мне~~ ~~нравится~~
 когда холодно. Провела зиму
 я, моя мама, моя сестра и моя
 бабушка ~~на~~ ~~само~~
 в Австрии и ~~как~~ ~~как~~ ~~карнавал~~
 на лыжах. Было мои ~~любимые~~
 катания. Там город очень
 красивый но там ~~то~~ холодно,
 зима и снег есть. В ~~вечер~~ ~~вечер~~
 мы ездили в город и ~~свет~~ ~~свет~~
~~то~~ много магазинов ~~и~~ ~~это~~ ~~был~~
 открыт, много помощи ~~може~~.
 В августе я ~~я~~ ~~буду~~ на поезде
 едем в Париж с друзьями, там
 будем много и ~~я~~ мы ~~буду~~
 в кафе, в магазине ~~и~~ ~~и~~
 будем пить и есть в ~~французски~~
 кафе, там кофе и ~~самбуче~~

очень хорошо. Париж очень
красив и интересен



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Examiner Comments

The candidate scores most for the description of a previous holiday and the inaccuracy does not impede communication of this. The lack of successful manipulation of the future part of the response leads to some ambiguity. There is no evidence of a response to the element relating to preferences of travel. The candidate demonstrates some confusion of Cyrillic letters and this especially leads to breakdown in use of the future tense.



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Examiner Tip

Ensure you respond to all elements of the task. Check work carefully for incorrectly used letters.

На каникулы, я обычно езжу во Францию. Я думаю, что мы с семьёй любим ездить на самолёте так как это удобно. Кроме того, ездить на самолёте быстрее, чем ездить на машине. Поэтому ^{это} мой любимой вид ~~трансп~~ транспорта, ~~ездить на само~~ ~~хотя~~ ~~иногда~~ ~~хотя~~ мы с сестрой иногда ездим на поезде. Когда во Франции я живу в квартире. В прошлом году, ~~в~~ в августе, я ездила на Кубу на самолёте и это было весело! Когда я была там, мы с папой жили в ~~хорошей~~ оураинной гостинице. Если светило солнце, я ~~я~~ плавала в бассейне и если шёл дождь, мы сидели в номере чтобы читать книги. Больше всего мне понравился вид, который я видела когда мы видели достопримечательности! Лично говоря, в будущем году я ^{поеду} ~~буду ездить~~ в Америку с подругой. Будет отлично потому, что мы ^{поедем} ~~будем ездить~~ на тепловозе и мне нравится ~~вода~~ море! Я считаю, что я куплю сувениры и мы будем пробовать еду! ~~Однако~~ Конечно, было бы лучше если бы была хорошая погода!



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Examiner Comments

A very impressive response that deals with all parts of the question equally. It is clearly sequenced and easy to follow. The candidate gives mature reasons for choices and generally demonstrates a very suitable range of vocabulary and structures. The response does not have any irrelevant information as the candidate tries to stay close to the word limit.



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Examiner Tip

Structure your work logically and follow the pattern of the question.

Stick closely to the word limit.

Question 2(c)

This was the second most commonly answered question of section B. Candidates had to describe what, in their opinion, constitutes a healthy lifestyle. Candidates were then required to expand and say how they had lead a healthy lifestyle in the past and what they intended to do in the future. Candidates were required to use all tenses to give the best responses.

The best responses dealt with all sections of the response sequentially. There were some very impressive definitions of what a healthy lifestyle involves. Strong candidates showed good evidence of vocabulary knowledge across food and diet, exercise and sport and avoiding tobacco, alcohol and drugs. Other strong responses described the need to sleep regularly and to have a regimented daily routine. Stronger candidates described their past efforts to maintain a healthy lifestyle with descriptions of sport done in the past, with changes to diet and efforts to avoid sugary products and admissions of smoking in the past. The best responses were where candidates had equal weighting to the future plans rather than seeing this as an add-on sentence at the end.

Less competent candidates did not develop each of the parts of the question and spent a lot of time focussing on one element, most commonly the past. There were incidences of candidates writing word for word the answer that they had produced in section A question c). This did not answer the Section B question. Weaker candidates struggled with tense formation and struggled especially with effective communication of the verb "to eat".

Добро пожелать на долгую ^{здоровую} жизнь!
Чтобы быть здоровым, надо спать
хорошо каждую ночь, хотя я должна
признать что я думаю что трудно и было
бы лучше если бы я спала больше! Также,
надо сказать что надо есть много фруктов и
овощей чтобы быть в форме, поэтому,
я стараюсь есть много фруктов и овощей
каждый день который можно, по-моему, хотя
я знаю что это хорошо для ^{здоровья} здоровья!
Чтобы быть в форме, я также занимаюсь
спортом регулярно, например, вчера я плавала
в бассейне с братом и по-субботам я очень
люблю играть в футбол с друзьями потому
что ~~я думаю что~~ ^{мы думаем} я думаю что
это весело веселее чем отдыхать дома, и
я знаю что мне нужно играть чтобы быть
здоровым. В будущем году, я буду бегать
часто так как я думаю что я считаю что
это интереснее чем играть в плавать в бассейне.
Наконец, это важно пить 5-6 литров воды.

в день потому что это хорошо для мозга! я
должна признать что я предпочитаю пить сок,
но в будущем я буду пить больше воды.

Поэтому, не забудь пить два литра воды
в день, спать хорошо каждую ночь, есть много
фруктов и овощей и заниматься спортом регулярно
чтобы быть в форме!



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Examiner Comments

This candidate deals very competently with the definition of what a healthy lifestyle is. There is evidence of an appropriate range of vocabulary although accuracy is at times more erratic. The candidate is less secure in describing what has been done in the past and reverts to present tense very soon into dealing with this part of the question. The future element is dealt with competently although there is a lack of focus on this part of the response.

Plan work to ensure that all parts of the task are dealt with equally.



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Examiner Tip

Make sure that essay type phrases do not detract from the actual content. It is good to use essay phrases but they must be appropriate.

я думаю здоровье и ~~жизнь~~ жизнь -
и ~~равно~~ равновесие между
личной и общественной и ~~жизнь~~ жизнь
- зарядки.

я там играю регби.
я выполняю и мма.
я была была в буду играть и
арена in мма.



ResultsPlus
Examiner Tip

"Здоровый образ жизни!"

Несколько лет назад я был один из тех людей, кто сидит на диване, ~~как~~ кругло сутанко смотрит телевизор и ~~не~~ питается не здоровой едой. После моего визита к брату я узнаю, что если я продолжал так дальше жить, я бы умер в очень молодом возрасте.

❖ Прямо после моего визита к доктору я решил ввиформе

было не здоровую еду и наконец
заниматься физкультурой и
~~делать~~ на прогулку.

После трех недель я замечаю
прогресс, и мне повисло ~~много~~
много энергии и мне не хочется
всегда спать.

В течение двух месяцев
я сбросил ~~около~~ 10 килограммов.
И я буду продолжать поддерживать
здоровый образ жизни. Я также
~~советую~~ советую всем людям
поддерживать здоровый образ жизни,
потому что ~~только~~ только
~~один~~ один раз можно страдать
на всю жизнь ~~своей~~ свою жизнь
и поддерживать здоровый образ
жизни. И не здоровый образ
жизни не только влияет
на вас ~~но~~ он также влияет
на многих людей вокруг
вас.



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Examiner Comments

The candidate gives a competent response to the task. There is good explanation given of what the candidate has done in the past and the reasons for this. The responses to the definition of a healthy lifestyle and what the candidate will do in the future are less developed although they are there. The candidate infers what a healthy lifestyle is and tries to introduce the topic well.



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Examiner Tip

Ensure that all elements of the task are given equal weighting. Check for spelling forms in the dictionary.

Question 2(d)

This was the least commonly answered question of Section B. Candidates were required to describe an event that they had helped to organise with an analysis of the success of the event. Candidates then had to describe an event that they planned to organise in the future.

The strongest answers dealt with each element of the task and gave equal weighting to each part. Events described ranged from charity concert events to school sporting events to birthday parties. The best responses demonstrated a sufficient range of vocabulary and used tenses appropriately. The strongest candidates gave good reasons as to how they assessed the success of the event as this was a harder concept to deal with. Impressive use of the verb «надеяться» allowed for expansion and reasons.

Candidates scored less well on this question when the response lacked clarity. There were several examples of candidates who gave generic event style essays with no reference at all to the organisational element of the event. Taking part in a sports day did not answer the question. Candidates must be reminded to answer the question. In cases where the candidates did not answer the question, the marks for knowledge and application of language were lower as the vocabulary was sometimes inappropriate to the task.

Я, помощца организовывала хоккей спичка
между два команда для благотворительная.
Спичка хорошо потому что быстро и
уровень спичка очень хорошо. Команда оба
облавать спичка и поемать много денег.
Я что в будущем я помогу организовывать
международный хоккей и рюгби спичка как так
интерес и хорошо веселятся смотрит
международный команда играть. Я играешь хоккей
и рюгби спичка так я хозяин спичка.
Что вы делаете спичка?



ResultsPlus Examiner Comments

Incorrect use of the dictionary has led to a breakdown in communication in this response. The candidate would have benefited from planning the essay and keeping to more simple structures and vocabulary.



ResultsPlus Examiner Tip

Do not overuse the dictionary. If the candidate has to look up too many words then they are answering the wrong question. Do not be afraid to keep it simple and effective.

~~В~~ прошлые субботу, я делал
 спорт: день ~~я~~ потому что
 спорт это моя страсть. моя
 грузы изарал в футбол потому что
 они изарал в школе команде. моя
 брат изарал в теннис потому что
 он ^(не) ~~что~~ ~~изарал~~ в теннис ~~каждый~~
 день в парке. я думаю что
~~спорт~~ спорт: день ~~я~~ очень скоро.
 потому что моя грузы и брат
~~тоже~~ ~~хотел~~ спорт: день и они
 хочу много.

В будущем я ~~буду~~ ~~делал~~ музыку и
 фильм день. ~~я~~ ~~буду~~ ~~делал~~
 Liogen как ~~буду~~ ~~делал~~ музыку и
 изарал на завтра. и ~~я~~ спорт: день
 фильм в кино. и ~~я~~ ~~буду~~
 попком. и ~~я~~ ~~буду~~ кока кола.
 я думаю что музыку и фильм
 день ~~хотел~~ ~~буду~~ ~~делал~~ ~~буду~~ спорт:

день потому что много Liogen
~~я~~ ~~буду~~ ~~делал~~ фильм и музыку.



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Examiner Comments

The candidate makes some attempt to link the piece into a whole but inappropriately manipulated language leads to ambiguity and irrelevance. The candidate does not make it clear whether an event was organised or taken part in. The candidate does communicate that the day was enjoyable. Frequent incorrect verb structures do not show the ability to manipulate language and lead to inaccuracy.



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Examiner Tip

Check through work to review verb forms and correct vocabulary.

~~Сегодня~~ На прошлой неделе в нашей школе состоялось большое торжество под названием Масленица. Дие этого мероприятия школа в ее ученики вложили много сил и труда. Я была одной из многих творчи-телей этого ~~го~~ праздника.

В Праздник состоялось в спор-т зале, многие ученики и учителя были одеты в национальные русские костюмы, многие из учителей продемонстрировали свой талант некие были разного вида.

Открытие этого замечательного праздника длилось очень долго, ~~то~~ потому что нашей к нему подготов-е и была команда ^{что было} ~~работы~~ очень ~~долго~~ и поэтому результат то-то стал. Мероприятие прошло заме-чательно, ~~а~~ большинство учеников пришли с их родителями и тем

самом, многие из наших ~~ребят~~
 школьной сцены провели хорошее
 время. Там же хочу отметить, что
 наши танцевальный кружок приго-
 товил очень много разных интерпретаций
 нашим зрителем, одним из
 которых был Русско-иностранной
 танец. В заключение праздника,
 директор школы возложил свои
 пожелания всем участникам и пожелал
 поздравить всех с праздником.

К хорошему завершению хочу
 сказать, что состав нашей команды
 будет готовить праздник в "Доме
 на берега", который мы организовывали
 на старой площадке. Мы пригласим
 вас наши дорогие гости
 и Ваши друзья на это заме-
 чательное мероприятие нашей
 страны.



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Examiner Comments

An impressive response to the task with all elements dealt with clearly and well. The candidate uses a very good range of vocabulary and structure to enhance the response. The word limit is exceeded but this is not detrimental to the quality of the work. Verbs are employed accurately throughout and there is no ambiguity.



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Examiner Tip

Check back to the actual question to make sure that all parts are being given equal weighting.

Paper Summary

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

Candidates are encouraged to consider the word total expected for each task. Many candidates wrote far 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. Candidates at the top end of the ability range showed evidence in a wide range of grammatical structures as well as sophisticated language and competent giving of opinions. Stronger candidates employ impressive idiomatic structures to support their responses rather than trying to shoehorn more ambitious language in to the response.

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

The majority of candidates were clear on the need and importance of using a range of appropriate tenses. Most candidates were also clear on the need to present and back up opinions in order to access the full range of marks. Some candidates do disadvantage themselves by not applying a sufficiently wide use of verbs.

There continues to be evidence of candidates 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. 2014 had a high number of candidates from Latvia and Lithuania. Some mother tongue influence from these candidates impeded knowledge and application of language marks.

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 especially in past tense constructions.

Some candidates did not read the specific requirements of the questions and misread the task in some cases. Well prepared candidates 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. There was some evidence of the soft sign being deployed as a past tense ending. The majority of candidates 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 candidates but less secure for less competent candidates who use the correct *буду* but combine this with first person form of present tense verbs or, more frequently, masculine form past tense endings. The verb "to go" continues to be problematic with *есть* being used most frequently. This verb is also frequently incorrectly structured in the future tense.

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

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 candidates in place of adjectives. Stronger candidates used comparative and superlative forms appropriately to back up their arguments. Case endings of adjectives were less secure.

There was some good evidence of connectives and essay type phrases to enhance performance. Taught candidates show evidence of being well prepared in introductory essay phrases.

Tips for candidates

- Read all rubric carefully
- Avoid spending too long writing an excessively long answer for Section A.
- Make sure that the answer to Section B is at least 90 words - shorter answers will result in fewer marks being awarded for knowledge and application of language and for accuracy
- Make sure that the dictionary is employed appropriately
- Make sure to cross the correct "question answered" box
- Beware of writing a generic essay which does not fully address the question in Section B
- Ensure you answer all required questions. Some candidates write responses which incorporate elements from each of the questions.
- Candidates must include past and future tenses in their answer to access the higher mark bands
- Check verbs endings carefully
- Check spellings carefully
- Consider handwritten form of letters
- In Section A make sure that both bullet points are addressed
- Remember that a mark of zero for communication and content will mean a mark of zero for knowledge and application of language and for accuracy

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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