



Pearson
Edexcel

Mark Scheme (Results)

Summer 2023

Pearson Edexcel Level 3 Advanced GCE

In Russian (9RU0/03)

Paper 03: Speaking

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Publications Code 9RU0_03_2306_MS

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Paper 3: Speaking mark scheme

This marking guidance is for the use of Pearson-appointed external examiners. The guidance has been included for teacher reference to aid understanding of how the assessment criteria will be applied.

For this paper, there are a number of levels-based mark schemes to be applied to each task.

General guidance for examiners 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 or indeed has performed temporarily better. If the answer covers different aspects of different bands of the mark scheme, you should use a 'best fit' approach for defining the level. 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.

Guidance on timing of the speaking assessment

It is the teacher-examiner's (TE) responsibility to cover all parts of each task and ask appropriate questions to ensure that the candidate is able to access the maximum amount of marks available. The speaking assessment should last between 16 to 18 minutes in total and the TE must ensure that timings are followed. The timing of the assessment begins with the candidate's first utterance in relation to Task 1. Once the maximum stipulated assessment time has passed, the TE must bring the assessment to a natural end, allowing the candidate to complete a final sentence.

Examiners must **stop** marking at the end of the sentence once the maximum assessment time has passed, even if the recorded conversation has gone beyond the maximum time.

Task 1 (discussion on a theme)

Three mark grids are applied to Task 1:

- knowledge and understanding of society and culture (AO4)
- accuracy and range of language (AO3)
- interaction (AO1).

The knowledge and understanding of society and culture mark grid assesses students' ability to communicate information about, and demonstrate appreciation of, different aspects of **Russian-speaking** culture and society.

Students are also assessed on their ability to respond critically and analytically to different aspects of Russian-speaking culture and society by selecting relevant material, presenting and justifying points of view, developing arguments, drawing conclusions based on understanding and evaluating issues, themes and cultural and social contexts.

When deciding how to reward an answer, examiners should consult both this mark grid as well as the **AL speaking Task 1: indicative content** at the end of the mark scheme, which is associated with each question. Indicative content contains points that students might use to construct their answer. It is possible for an answer to be constructed without mentioning some or all of these points, as long as students provide alternative responses that fulfil the requirements of the question.

Knowledge and understanding of Russian-speaking society and culture (AO4)

Marks	Description
0	No rewardable material.
1–3	<ul style="list-style-type: none">Occasionally relevant, straightforward ideas, mostly generalised, occasionally supported by information/examples/references; frequent loss of focus on the Russian-speaking cultural and social context.Occasional evidence of analysis of the Russian-speaking cultural and social context; points of view are given with limited justification, arguments may be made but not developed, occasionally leading to straightforward conclusions that may be contradictory; mainly relies on description rather than analysis.
4–6	<ul style="list-style-type: none">Relevant, straightforward ideas sometimes supported by information/examples/references; some loss of focus on the Russian-speaking cultural and social context.Some analysis of the Russian-speaking cultural and social context is evident, with straightforward arguments and points of view, which are sometimes developed and justified, sometimes drawing straightforward conclusions; relies on description rather than analysis in places.
7–9	<ul style="list-style-type: none">Relevant, occasionally perceptive ideas frequently supported by pertinent information/examples/references; focus predominantly maintained on the Russian-speaking cultural and social context.Analysis of Russian-speaking cultural and social context demonstrated by frequently developed and justified arguments and viewpoints, often drawing convincing conclusions.
10–12	<ul style="list-style-type: none">Relevant, perceptive ideas consistently supported by pertinent information/examples/references; consistently focused on the Russian-speaking cultural and social context.Analysis of Russian-speaking cultural and social context demonstrated by consistently developed and justified arguments and viewpoints, drawing convincing conclusions.

Additional guidance

Perceptive: demonstrates an in-depth understanding by making connections between ideas and information; goes beyond the standard, predictable response; shows insight/originality.

Ideas include thoughts, feelings, impressions, opinions.

Straightforward ideas, arguments, conclusions, are deemed to be those that give the standard, predictable responses.

Task 1 (discussion on a theme (contd.))

Accuracy and range of language mark grid

This mark grid assesses students' ability to use a range of grammatical structures and vocabulary in order to produce articulate communication with a range of expression. It also assesses students' ability to apply grammar and syntax accurately and accuracy of pronunciation.

Accuracy and range of language (A03)

Marks	Description
0	No rewardable language.
1-3	<ul style="list-style-type: none">Limited variation in the use of grammatical structures and vocabulary, limited or repetitive use of complex and idiomatic language, occasional variation of expression; communication is sometimes restricted/stilted.Limited sequences of accurate language; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed.Pronunciation and intonation are inconsistent, leading to occasional impairment in communication.
4-6	<ul style="list-style-type: none">Some variation in the use of grammatical structures and vocabulary, with use of some repetitive complex and idiomatic language, resulting in some variation of expression; some sequences of articulate communication.Accurate sequences of language, resulting in some coherent speech; sometimes errors occur that hinder clarity of communication.Pronunciation and intonation are intelligible though sometimes inaccurate.
7-9	<ul style="list-style-type: none">Frequent variation in use of grammatical structures and vocabulary, including examples of complex and idiomatic language, resulting in frequent variation of expression and frequent sequences of articulate communication.Accurate language throughout most of the conversation, resulting in generally coherent speech; errors occur but rarely hinder clarity of communication.Pronunciation and intonation are intelligible and mostly accurate.
10-12	<ul style="list-style-type: none">Consistent variation in use of grammatical structures and vocabulary, including different types of complex structures and idiomatic language, expressing ideas in a variety of ways, resulting in articulate communication.Accurate language throughout, resulting in coherent speech that is immediately understandable; any errors do not hinder clarity of communication.Pronunciation and intonation are accurate, intelligible and authentic-sounding.

Additional guidance

Complex language is considered to include the following:

- using extended sentences to express abstract ideas/convey justified arguments that require a range of lexis and structures; for example, conjunctions and pronouns
- use of all cases, including nouns, adjectives and pronouns (singular and plural, regular and common irregular)
- use of comparative and superlative adjectives and adverbs (including common irregulars)
- use of common short form adjectives
- use of cardinal and ordinal numerals, including in oblique cases
- use of verbal aspects
- appropriate sequence of tenses in reported speech/indirect statements/indirect questions
- passive voice, including present active and past passive participles
- gerunds
- conditional mood, verbs of wanting, commanding with *чтобы*, further uses of *бы* and *чтобы*
- compound conjunctions
- use of relative pronouns
- use of synonyms and a variety of expressions to say things in different ways
- any other grammar and structures included in the grammar list that are specific to A Level.

Variation in use of grammatical structures and vocabulary: the traits in the mark grid differentiate between the variation of grammatical structures and vocabulary used by students. Examiners should judge in which mark band to place students and which mark to award, based on the effect that the variety of grammatical structures and vocabulary has on the quality of the communication; the wider the variety, the more articulate the communication will become (see definition of *articulate* below).

Examples of a variety of grammatical structures and vocabulary are: a selection of different verbs, tenses, adjectives, vocabulary and complex language (see above for definition of *complex language*) for a variety of purposes, such as to present and justify points of view, develop arguments, draw conclusions based on understanding and evaluate issues.

Articulate: articulate communication is fluent, effective and coherent, as students control/manipulate the language to express with some ease what they want to say for a number of different purposes. If students are restricted by their language skills, they may not be able to express themselves for all purposes, for example to develop arguments.

Errors: students are not expected to produce perfect, error-free speech in order to access the top band. 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, demonstratives, long form adjectives in place of short forms
- infrequent and isolated errors that do not distract the listener from the overall 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) or errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and possessives, mismatch of adjectives and nouns
- 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, for example он роботит (for они работают)
- errors that convey the wrong message, for example купит (for купить), тошно (for точно), чисто (for часто)
- 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 provided as examples only and do not constitute a finite list.

Task 1 (discussion on a theme (contd.))

Interaction mark grid

This mark grid assesses students' ability to interact with the examiner by giving relevant responses based on what they have heard, by initiating communication and eliciting points of view.

Interaction (AO1)

Marks	Description
0	No rewardable material.
1-2	<ul style="list-style-type: none">• Interacts with occasional spontaneity to some questions and statements but requires frequent prompting; occasionally able to sustain the conversation, using communication strategies if necessary; frequent hesitation.• Occasionally initiates communication but development often relies on the examiner's lead; may elicit points of view/check for understanding, though this may appear contrived.
3-4	<ul style="list-style-type: none">• Interacts spontaneously for extended sections of the conversation, responding mostly with assurance but needing occasional prompting; able to sustain most of the conversation, using communication strategies if necessary; occasional hesitation.• Initiates communication by frequently taking the lead to develop the conversation; elicits points of view/checks for understanding, although occasionally at an inappropriate moment.
5-6	<ul style="list-style-type: none">• Interacts spontaneously throughout, responding with assurance to questions and statements; able to sustain conversation throughout, using communication strategies if necessary; minimal hesitation.• Initiates communication by consistently taking the lead to develop the conversation; elicits points of view/checks for understanding naturally and appropriately at different points in the conversation.

Additional guidance

Interacts spontaneously: responds to questions and statements that arise as a natural part of the conversation; gives a relevant, impromptu response based on what they have heard.

Communication 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.

Elicit points of view/check for understanding: as part of the language of genuine discourse, students are required to engage the examiner in the conversation by asking for their points of view and checking that their own point of view has been understood. They are expected to do this throughout the oral assessment at appropriate points during the conversation. This constitutes questions such as:

- 'Вы согласны со мной?'
- 'Разве неправильно подумать, что...?'
- 'Можно ли сказать, что ...?'
- 'Что вы думаете о...?'
- 'Вы понимаете, что я хочу сказать?'

(In order to give students the maximum length of assessment time, the constraints of the assessment mean that the TE should contribute only brief opinions in response to these types of questions.)

Task 2, Part 1 – independent research presentation

One mark grid is applied to this part of the task: responding to written language in speech (AO2).

Responding to Russian written language in speech mark grid

This grid is used to assess the student's two-minute presentation **only**. It is not applied to the discussion that follows the presentation. This mark grid assesses students' ability to understand and respond in speech to Russian written language that is drawn from a variety of sources and to summarise information from Russian written sources in speech. The written sources will be those that students read in Russian as part of their independent research and they must refer to at least two named Russian written sources during their presentation.

For guidance on what might be included in an oral presentation and how it may be structured, see **Indicative content for Task 2, Part 1, independent research presentation** at the end of the mark scheme.

Responding to written language in speech (AO2)

Marks	Description
0	No rewardable material
1-3	<ul style="list-style-type: none">• Summary makes limited reference to named Russian written sources, makes generalised comments rather than being focused on authors' main points/ideas.• Gives a personal response with limited justification, loses focus on the Russian written sources, straying into general opinion. <p><i>Responses that refer to just one single Russian written source can be awarded a maximum of 3 marks only.</i></p>
4-6	<ul style="list-style-type: none">• Summary refers to named Russian written sources but lacks clarity or is uneven in its coverage of authors' main points/ideas.• Gives a mostly relevant personal response with occasional justification, some loss of focus on the Russian written sources.
7-9	<ul style="list-style-type: none">• Presents a mostly clear summary of named Russian written sources, generally clear outline of authors' main points/ideas.• Gives a relevant personal response to the Russian written sources, supported with some justification.
10-12	<ul style="list-style-type: none">• Presents a clear summary of named Russian written sources, giving a clear outline of authors' main points/ideas.• Gives a convincing personal response to the Russian written sources, supported with clear justification.

Additional guidance

Personal response: this is considered to be giving justified opinions, demonstrating engagement with the Russian written sources by making focused comments, giving a reaction to/expressing feelings and thoughts about the Russian written sources.

Task 2, Part 2 – discussion on independent research

Three mark grids are applied to this part of the task:

- knowledge and understanding of society and culture (AO4)
- accuracy and range of language (AO3)
- interaction (AO1).

The knowledge and understanding of society and culture mark grid assesses students' ability to communicate information about, and demonstrate appreciation of, different aspects of **Russian-speaking** culture and society. They are also assessed on their ability to respond critically and analytically to different aspects of the Russian-speaking culture and society by selecting relevant material, presenting and justifying points of view, developing arguments, drawing conclusions based on understanding and evaluating issues.

Knowledge and understanding of society and culture (AO4)

Marks	Description
0	No rewardable material
1–3	<ul style="list-style-type: none">• Occasionally relevant, straightforward ideas, mostly generalised, occasionally supported by information/examples/references; frequent loss of focus on the Russian-speaking cultural and social context.• Occasional evidence of analysis of the Russian-speaking cultural and social context; points of view are given with limited justification, arguments may be made but not developed, occasionally, leading to straightforward conclusions which may be contradictory; mainly relies on description rather than analysis.
4–6	<ul style="list-style-type: none">• Relevant, straightforward ideas sometimes supported by information/examples/references; some loss of focus on the Russian-speaking cultural and social context.• Some analysis of the Russian-speaking cultural and social context is evident, with straightforward arguments and points of view that are sometimes developed and justified, sometimes drawing straightforward conclusions; relies on description rather than analysis in places.
7–9	<ul style="list-style-type: none">• Relevant, occasionally perceptive ideas frequently supported by pertinent information/examples/references; focus predominantly maintained on the Russian-speaking cultural and social context.• Analysis of the Russian-speaking cultural and social context demonstrated by frequently developed and justified arguments and viewpoints, often drawing convincing conclusions.
10–12	<ul style="list-style-type: none">• Relevant, perceptive ideas consistently supported by pertinent information/examples/references; consistently focussed on the Russian-speaking cultural and social context.• Analysis of the Russian-speaking cultural and social context demonstrated by consistently developed and justified arguments and viewpoints, drawing convincing conclusions.

Additional guidance

Perceptive: demonstrates an in-depth understanding by making connections between ideas and information; goes beyond the standard, predictable response; shows insight/originality.

Ideas include thoughts, feelings, impressions, opinions.

Straightforward ideas, conclusions, arguments are deemed to be those that give the standard, predictable response.

Task 2, Part 2 (discussion on independent research (contd.))

Accuracy and range of language mark grid

This mark grid assesses students' ability to use a range of grammatical structures and vocabulary in order to produce articulate communication with a range of expression. It also assesses students' ability to apply grammar and syntax accurately and accuracy of pronunciation.

Accuracy and range of language (A03)

Marks	Description
0	No rewardable language
1-3	<ul style="list-style-type: none">Limited variation in the use of grammatical structures and vocabulary, limited or repetitive use of complex and idiomatic language, occasional variation of expression; communication is sometimes restricted/stilted.Limited sequences of accurate language; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed.Pronunciation and intonation are inconsistent, leading to occasional impairment in communication.
4-6	<ul style="list-style-type: none">Some variation in the use of grammatical structures and vocabulary, with use of some repetitive complex and idiomatic language, resulting in some variation of expression; some sequences of articulate communication.Accurate sequences of language, resulting in some coherent speech; sometimes errors occur that hinder clarity of communication.Pronunciation and intonation are intelligible though sometimes inaccurate.
7-9	<ul style="list-style-type: none">Frequent variation in use of grammatical structures and vocabulary, including examples of complex and idiomatic language, resulting in frequent variation of expression and frequent sequences of articulate communication.Accurate language throughout most of the conversation, resulting in generally coherent speech; errors occur but rarely hinder clarity of communication.Pronunciation and intonation are intelligible and mostly accurate.
10-12	<ul style="list-style-type: none">Consistent variation in use of grammatical structures and vocabulary, including different types of complex structures and idiomatic language, expressing ideas in a variety of ways, resulting in articulate communication.Accurate language throughout resulting in coherent speech that is immediately understandable; any errors do not hinder clarity of communication.Pronunciation and intonation are accurate, intelligible and authentic-sounding.

Additional guidance

Complex language is considered to include the following:

- using extended sentences to express abstract ideas/convey justified arguments that require a range of lexis and structures; for example, conjunctions and pronouns
- use of all cases, including nouns, adjectives and pronouns (singular and plural, regular and common irregular)
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- use of common short form adjectives
- use of cardinal and ordinal numerals, including in oblique cases
- use of verbal aspects
- appropriate sequence of tenses in reported speech/indirect statements/indirect questions
- passive voice, including present active and past passive participles
- gerunds
- conditional mood, verbs of wanting, commanding with *чтобы*, further uses of *бы* and *чтобы*
- compound conjunctions
- use of relative pronouns
- use of synonyms and a variety of expressions to say things in different ways
- any other grammar and structures included in the grammar list that are specific to A Level.

Variation in use of grammatical structures/varied use of vocabulary: the traits in the mark grid differentiate between the variation of grammatical structures and vocabulary used by students. Examiners should judge in which mark band to place students and which mark to award, based on the effect that the variety of grammatical structures and vocabulary has on the quality of the communication; the wider the variety, the more articulate the communication will become, (see definition of *articulate* below).

Examples of a variety of grammatical structures and vocabulary are: a selection of different verbs, tenses, adjectives, vocabulary and complex language (see definition above) for a variety of purposes such as to present and justify points of view, develop arguments, draw conclusions based on understanding and evaluate issues.

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Errors: students are not expected to produce perfect, error-free speech in order to access the top band. 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, demonstratives, long form adjectives in place of short forms
- infrequent and isolated errors that do not distract the listener from the overall 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) or errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and possessives, mismatch of adjectives and nouns
- 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, for example он роботит (for они работают)
- errors that convey the wrong message, for example купит (for купить), тошно (for точно), чисто (for часто)
- 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 provided as examples only and do not constitute a finite list.

Task 2, Part 2 (discussion on independent research (contd.))

Interaction mark grid

This mark grid assesses students' ability to interact with the examiner by giving relevant responses based on what they have heard, by initiating communication and eliciting points of view.

Interaction (A01)

Marks	Description
0	No rewardable material.
1-2	<ul style="list-style-type: none">• Interacts with occasional spontaneity to some questions and statements, but requires frequent prompting; occasionally able to sustain the conversation, using communication strategies if necessary; frequent hesitation.• Occasionally initiates communication but development often relies on the examiner's lead; may elicit points of view/check for understanding, though this may appear contrived.
3-4	<ul style="list-style-type: none">• Interacts spontaneously for extended sections of the conversation, responding mostly with assurance but needing occasional prompting; able to sustain most of the conversation, using communication strategies if necessary; occasional hesitation.• Initiates communication by frequently taking the lead to develop the conversation; elicits points of view/checks for understanding although occasionally at an inappropriate moment.
5-6	<ul style="list-style-type: none">• Interacts spontaneously throughout, responding with assurance to questions and statements; able to sustain conversation throughout, using communication strategies if necessary; minimal hesitation.• Initiates communication by consistently taking the lead to develop the conversation; elicits points of view/checks for understanding naturally and appropriately at different points in the conversation.

Additional guidance

Interacts spontaneously: responds to questions and statements that arise as a natural part of the conversation; gives a relevant, impromptu response based on what they have heard.

Communication 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.

Elicit points of view/check for understanding: as part of the language of genuine discourse, students are required to engage the examiner in the conversation by asking for their points of view and checking that their own point of view has been understood. They are expected to do this throughout the oral assessment at appropriate points during the conversation. This constitutes questions such as:

- *'Вы согласны со мной?'*
- *'Разве неправильно подумать, что...?'*
- *'Можно ли сказать, что ...?'*
- *'Что вы думаете о...?'*
- *'Вы понимаете, что я хочу сказать?'*

(In order to give students the maximum length of assessment time, the constraints of the assessment mean that the TE should contribute only brief opinions in response to these types of questions.)

AL speaking task 1: indicative content

In their responses, while presenting and justifying points of view, developing arguments and drawing conclusions based on understanding, students may refer critically and analytically to the following points. However, the indicative content is not exhaustive and students should be rewarded for any valid response. Candidates need only refer to one Russian-speaking country to be awarded full marks for cards RU4-RU6.

AL Task 1 STIMULUS RU1

Statement	Indicative content
A	<ul style="list-style-type: none">• According to 2019 research by ВЦИОМ (Всероссийский центр изучения общественного мнения), the number of young Russians who want to go on holiday abroad has significantly increased.• The most popular destinations for Russians who wanted to go on holiday abroad in 2019 were Italy, Spain and Turkey.• Nearly 40% of Russian students questioned by ВЦИОМ said that they would spend some of the summer holiday with family, many at a dacha e.g. every year more than one quarter of Russians spend time at a dacha.• Many Russian students spend at least some of the summer holiday working e.g. to earn money to support them while they are studying.
B	<ul style="list-style-type: none">• According to 2019 research by ВЦИОМ (Всероссийский центр изучения общественного мнения), the majority of young Russians questioned who would like to go abroad on holiday said that they could not afford to do so e.g. only about 10% of Russians go on holiday abroad each year.• The cost of a holiday abroad for the average Russian has increased e.g. it has gone up by approximately 20% in the last 5 years.• According to research by ВЦИОМ, 52% of 12-17 year olds questioned said that they like to go to the cinema in their free time.• According to the same research, 89% of those young people surveyed said that they listen to music, 86% that they use social networks and 51% said that they like to go to the park.

AL Task 1 STIMULUS RU2

Statement	Indicative content
A	<ul style="list-style-type: none">• According to a report on yandex.ru, since the ЕГЭ was introduced, teachers in Russia have been putting a great deal of pressure on older schoolchildren in Russia to get good grades.• Teachers know that competition for the best university places e.g. at МГУ, is strong, and that schoolchildren need to get good grades to get into the best universities.• In Russia there are compulsory subjects all through school e.g. for the ЕГЭ Russian and Maths are compulsory for all students. This can be difficult for schoolchildren who are not good at these subjects.• Schoolchildren in Russia are expected to learn much of the material they study by heart, and there are frequent tests and exams.
B	<ul style="list-style-type: none">• The school day in Russia often ends at 1 or 2 p.m., this is earlier than in many countries. Russian children usually go to school five days a week from Monday to Friday. In some schools there is a second session of school in the afternoon and early evening.• Nevertheless, the number of hours schoolchildren in Russia study per year is not significantly shorter than in other countries e.g. according to the OECD (Organisation for Economic Co-operation and Development), the average number of hours of schooling for 13 year olds per year is 877 in Russia, 912 in England and 890 in Germany.• School usually begins at 8 a.m. in Russia. Each lesson lasts 40-45 minutes and there is a short break between each lesson.• Although school usually finishes in the early afternoon, schoolchildren often have other commitments e.g. to clubs, teams or societies and some are required to attend school on Saturday mornings.

AL Task 1 STIMULUS RU3

Statement	Indicative content
A	<ul style="list-style-type: none">• According to the Антал employment agency, jobs in IT are amongst the best paid in Russia, and IT specialists are in high demand e.g. 41% of IT workers who are looking for work find a job within one month.• Today in Russia people prefer to work in non-manual jobs; manual jobs e.g. in factories and in construction are less popular.• According to a report by Профгид, the jobs considered to be most prestigious in Russia are in IT, management and law. Working as a doctor came fifth in the list.• In Russia, work in the finance industry is still considered prestigious, but is less popular than it was 10 years ago.
B	<ul style="list-style-type: none">• According to the website работа.ру, many people living in St Petersburg do not have the documents they need to find legal, permanent work and so have to work illegally e.g. in the “black economy”; this work is badly paid and not stable.• It is difficult to find stable work in Russia in some areas e.g. the creative arts; many jobs are short term rather than permanent.• Many workers’ rights, e.g. gender equality, are protected by law in Russia.• By law there is a minimum wage in Russia, in 2019 this was 11,280 roubles per month.

AL Task 1 STIMULUS RU4

Statement	Indicative content
A	<ul style="list-style-type: none">• Nurgul Mauberlinova, Kazakh Vice Minister of Information and Communications, reports that the Kazakh government encourages the development of domestic journalism e.g. by prizes such as the Tumar prize and events such as Astana Media Week.• Astana Media Week develops relations between journalists in Central Asia. It is a platform for exchanging opinions and experiences, and establishing contacts with potential partners.• In many Russian-speaking countries, television is increasingly popular with young people due to Russian-language versions of foreign programmes aimed at younger audiences e.g. “Голос” (The Voice) and “Голос дети” (The Voice Kids).• In Estonia, television remains popular, but the way people watch television is changing e.g. in 2021, nearly half of the Estonians surveyed said that they watch television on the internet rather than on a television set, a significant increase in the number of internet viewers in the last five years.
B	<ul style="list-style-type: none">• Certain forms of media are becoming less popular in the Russian-speaking world e.g. in Latvia, sales of printed newspapers have fallen by over 70% in the last ten years.• A recent survey revealed that Russian television channels have seen a decline in their number of viewers in Tajikistan in recent years.• In Tajikistan, people have access to television channels which broadcast in several different languages e.g. not only Russian and Tajik, but also Persian and Uzbek.• There is a large choice of newspapers available in Lithuania, both print and online versions e.g. in addition to national newspapers, many towns and cities have local newspapers, too.

AL Task 1 STIMULUS RU5

Statement	Indicative content
A	<ul style="list-style-type: none">• Russian orchestras are considered to be amongst the best in the world e.g. three Russian orchestras (Санкт-Петербургская Академическая Филармония имени Д.Д. Шостаковича, Российский национальный оркестр, Оркестр Мариинского театра) were in a recent list of the best 20 orchestras in the world.• These orchestras tour regularly around the world and are very popular with international audiences e.g. their concerts regularly sell out.• One of the aims of the Programme for the Development of Georgian Professional Music, a programme supported by the Georgian government, is to promote the popularization of classical music.• In Estonia the government supports the training of classical musicians e.g. at the Viljandi Culture Academy at the University of Tartu.
B	<ul style="list-style-type: none">• Many consider that the quality of classical orchestras in the Russian-speaking world has fallen due to lack of funding e.g. according to a review in a local newspaper, the quality of performance by the National Symphony Orchestra of Uzbekistan is not as good now as it was 30 years ago.• The best musicians from Russian-speaking countries prefer to live and work abroad e.g. the violinist Anna Rabinova left Russia to join the New York Philharmonic Orchestra; this trend lowers the quality of orchestras in Russian-speaking countries.• Governments of Russian-speaking countries cannot always afford to support music education e.g. in Russia specialized tuition in learning a musical instrument is available only to a limited number of students.• According to a report by the International Society for Music Education, music education in state schools in Russia is limited, especially in more rural areas; there is a lack of facilities and of qualified teachers.

AL Task 1 STIMULUS RU6

Statement	Indicative content
A	<ul style="list-style-type: none">• At least 190 different ethnic groups live in Russia and many preserve their own traditions e.g. members of the Buryat community who live near Lake Baikal, which they call the Sacred Sea, decorate birch trees by the lake with strips of cloth in order to communicate with the 13 Chatas (their gods and spirits) who live there. Such practices are very important to many of the Russian-speaking people who live in this region.• New Year traditions are important to the Russian-speaking population in Georgia e.g. at midnight people look out for the Mekvle, the first person who will wish others a Happy New Year; this person must be somebody who has good fortune, health and/or wealth, in order that s/he can pass it on to others.• Families pass on traditions to the next generation e.g. many parents or grandparents in Russian-speaking communities which recognise Easter teach children to decorate eggs with traditional designs at this time.• The government of Georgia has instigated a policy called “Culture 2025” which aims to preserve the country’s culture. One aspect of this policy is to record and to preserve the cultural traditions of all those who live in the country, including the Russian-speaking population there.
B	<ul style="list-style-type: none">• Some celebrations in the Russian-speaking world e.g. New Year, are considered by many to be family celebrations. Families meet and prepare a traditional meal to eat together.• People are more likely to join in public celebrations on some occasions e.g. on May Day and Independence Day in Russian-speaking countries where public parades and celebrations are organised.• 6th January (Epiphany) is a public holiday in Estonia, where there is a large Russian-speaking population. Traditionally people spend this day with family, finishing eating the food prepared for Christmas and New Year, and tidying up decorations.• There are many family celebrations in Kazakhstan, amongst all the country’s inhabitants including the Russian-speaking population. Culture surrounding babies and children is very important there e.g. there are family celebrations at the birth of a baby, when a child first begins to walk and the first time a child rides a horse.

AL Task 1 STIMULUS RU7

Statement	Indicative content
A	<ul style="list-style-type: none">• There are many cultural activities in the centre of Moscow e.g. there are about 70 theatres, more than 60 museums and many galleries in the city.• It is possible to go to museums and other cultural events without paying e.g. access to the Hermitage museum in St Petersburg is free on the third Thursday of every month, on International Museum Day (18 May) and Hermitage Day (7 December).• Those who have enough money to afford it can have a very good quality of living in the centre of Moscow, with access to good employment, high-quality housing, and a rich cultural life.• The cost of living in the centre of Moscow means that those on a low income can have a low standard of living, or are forced to move away from the city centre to cheaper areas of the city.
B	<ul style="list-style-type: none">• Cultural opportunities in Moscow are concentrated in the city centre e.g. that is where the majority of theatres and museums are found.• However, transport links from the suburbs to the centre of Moscow / St Petersburg can be very good, and affordable, and so those who live in the suburbs can access the cultural life of the city.• According to a report in Вечерняя Москва, the best schools in the city are found in the city centre and the quality of education is poorer in the suburbs.• Some believe that the quality of life is better in the suburbs of Moscow than in the centre of the city e.g. housing is cheaper, there are more green spaces and the level of air pollution is lower.

AL Task 1 STIMULUS RU8

Statement	Indicative content
A	<ul style="list-style-type: none">• In St Petersburg the authorities are able to give housing to former prisoners who lost their home when they were sent to prison; this stops these people becoming homeless.• Moscow's social care department said that claims of poor treatment of homeless people, e.g. that homeless people were forcibly moved from the city before the football World Cup, were untrue.• Many people are homeless in Moscow because, although they are Russian, they do not have the documents they need e.g. to work in the city; this needs to be changed so that more people are allowed to work there and earn money.• According to Anna Romashchenko, a volunteer who helps homeless people in Moscow, a free programme for the socialization of the homeless should be provided and work done to break stereotypes e.g. of homeless people as alcoholics and drug addicts.
B	<ul style="list-style-type: none">• Tackling homelessness is not a priority for the authorities in St Petersburg; there are no official statistics available for the number of homeless people in the city and charities that support the homeless there e.g. Nochlezhka, receive little support from the authorities.• In Moscow, a state-run homeless shelter that was moved from the centre of the city, near the main railway stations, before the football World Cup in 2018 had still not been moved back one year after the tournament.• More shelters for the homeless are needed; there are not enough shelters for all those who look for a place to sleep every night and this is especially a problem in winter because of the low temperatures. These could be provided either by the authorities or by charities.• Homeless people do not just need shelter e.g. Elizaveta Glinka is a doctor who provides medical support for homeless people in Moscow, but she often does not have the resources to help all of those who come to her clinic; she needs more funding in order to expand her clinic, again either with support from the State or from other organisations.

AL Task 1 STIMULUS RU9

Statement	Indicative content
A	<ul style="list-style-type: none">• The authorities in Moscow are introducing more opportunities for recycling e.g. from 31 December 2019, bins were provided in each courtyard for plastic, glass, paper and metal so that people could sort their rubbish.• The authorities in Moscow have said that they will encourage people to use these bins through advertising and education.• In Moscow, the authorities want to reduce transport pollution e.g. by encouraging people not to use cars and so reduce the number of cars on the roads in the city every day from 800,000 to 300,000.• In St Petersburg the authorities have published a 2030 environmental policy which details action to be taken to protect the environment e.g. by reducing water pollution and reducing the use of fossil fuel in power stations.
B	<ul style="list-style-type: none">• Little rubbish is currently recycled e.g. every year there are 8 million tons of waste in Moscow, and only 9% of this is recycled.• There are relatively few opportunities to put rubbish in recycling bins in public places in St Petersburg e.g. train and metro stations, especially in the suburbs of the city.• In February 2019, there were protests against plans by the authorities in Moscow to send rubbish from the city to other parts of Russia.• According to Greenpeace, the River Neva in St Petersburg is polluted e.g. with chemical waste from industry and shipping.

AL Task 1 STIMULUS RU10

<i>Statement</i>	Indicative content
A	<ul style="list-style-type: none">• Historians recognise that Gorbachev's reforms during Perestroika were well-intentioned but in fact caused harm e.g. government spending increased, as did the rate of inflation, leading to greater economic instability.• The policies of Perestroika had negative consequences for the general public e.g. the price of food increased as it was no longer controlled by the State.• Many think that the collapse of the USSR was a direct result of the policies of Perestroika e.g. political reform led to instability and in-fighting in the government.• During Perestroika, Gorbachev tried to limit the production and sale of alcohol, as alcohol abuse was a problem at this time in the USSR. However, these restrictions drove alcohol production underground and led to an increase in criminal activity.
B	<ul style="list-style-type: none">• By the mid-1980s, the economy of the USSR was in a very poor state and the policies of Perestroika aimed to improve the economic situation e.g. producers of goods were given greater freedom to decide what to make and this had positive consequences for many people.• During Perestroika, people were allowed to form cooperative businesses, independent of State control and many people's incomes increased as a result.• There were positive changes to the political system during Perestroika e.g. many believe that the first truly democratic elections in the history of the USSR were held in 1989.• Changes to the constitution of the USSR during Perestroika were popular with many people e.g. Gorbachev increased the authority of local governments to make decisions about what happened in their area of the country.

AL Task 1 STIMULUS RU11

Statement	Indicative content
A	<ul style="list-style-type: none">• As a result of Glasnost', Soviet writers were allowed to travel abroad e.g. the Soviet poet Bella Akhmadulina was allowed to travel to the USA and speak there in 1987.• In 1988, the rock group Автограф was the first Soviet government-sponsored group to perform in the USA.• Work which was previously banned in the USSR e.g. «Дети Арбата» (Анатолий Рыбаков) was published during Glasnost'.• As a result of Glasnost' the Soviet government announced that history textbooks would no longer avoid topics such as Stalin's purges.
B	<ul style="list-style-type: none">• According to the musician Александр Ситковецкий, after Gorbachev came to power people had greater access to music, including Western music e.g. Western groups such as UB40 were allowed to perform in the USSR.• The Soviet government became more tolerant of foreign literature which was not previously available e.g. in 1988 extracts of George Orwell's "1984", previously banned in the USSR, were published in the country for the first time.• As a result of Glasnost', Gorbachev encouraged scrutiny and criticism of political leaders.• As a result of Glasnost' there was greater openness in the Soviet media and people could express themselves more freely.

AL Task 1 STIMULUS RU12

Statement	Indicative content
A	<ul style="list-style-type: none">• In Vilnius (Lithuania), the Red Army attempted to stop pro-independence protesters in January 1991; this led to widespread anti-Soviet feeling and disquiet.• During 1991, the pro-independence movements in many Soviet republics e.g. Latvia and Estonia, grew stronger; this caused a period of uncertainty for those living in these countries.• Some historians have called 1991 the beginning of the bleakest period of post-Soviet history in Russia e.g. in 1991 a period of economic disfunction, lawlessness and rampant corruption began. This had a negative impact on the lives of many people.• In 1991, the GDP of the Soviet Union declined by 17% and rapid inflation was a big problem e.g. between 1990 and 1991 the price of consumer goods increased by 140% and this led to a decrease in living standards for much of the population.
B	<ul style="list-style-type: none">• Events in Moscow did not always affect the lives of Soviet citizens e.g. in Vladivostok the authorities declared a certain degree of autonomy for the region and looked east to Japan for trade opportunities.• Nursultan Nazarbayev was elected president of the Soviet republic of Kazakhstan in 1990 and remained president after Kazakhstan independence in December 1991; this led to a certain degree of stability in the country (though Nazarbayev's presidency has been criticised by some for being too authoritarian).• Estonia was quick to turn to a market economy after the collapse of the USSR and the country's economy grew rapidly.• By the end of 1991, people living in Latvia were optimistic about the future e.g. the country turned towards the West and Latvia worked towards joining the EU (which it did in 2004).

Indicative content for Task 2 part 1, independent research presentation

The example below is presented in written form in order to demonstrate what a student might include in their presentation and how it may be structured. The *Comment* column demonstrates how the presentation meets the requirements of the assessment criteria in the mark grid *Responding to Russian written language in speech*.

Independent research question or statement: «Был ли Борис Ельцин хорошим или плохим лидером для независимой России?»

Student presentation (up to 2 minutes)	Comment
<p>Я буду говорить о том, как можно оценить историческую роль первого президента независимой России, Бориса Николаевича Ельцина. Я нашёл две полезные статьи. Первая называется «Роль Б. Ельцина в истории России». Она появилась на сайте «БАЗАДААННЫХФОМ» и была написана Григорием Кертманом. Вторая появилась в «Российской газете». Статья написана политологом Леонидом Радзиховским и называется «Царь Борис».</p>	<p>Opening statement indicating topic and names of the two Russian written sources to be summarised in the presentation.</p>
<p>В первой статье описываются результаты опроса населения в ста населённых пунктах в России в 2007 году. Респонденты разделились на две равные группы: 40% российских граждан полагали, что Б. Ельцин в целом сыграл в истории России положительную роль, 41% – что отрицательную. Остальные затруднялись ответить.</p>	<p>Summary of the first Russian written source.</p>
<p>Вторая статья была написана в 2016 году. В статье говорилось, что огромное большинство людей в России по-прежнему не относится положительно к президентству Ельцина. Однако в этой статье рассматривается то, что называется «обратной стороной» всех отрицательных аспектов этого периода.</p>	<p>Summary of the second Russian written source.</p>
<p>Мне было интересно читать статью Кертмана, в которой показано, как сильно отличались разные мнения российских граждан об исторической роли Ельцина. Для меня было удивительно узнать, что одни его считали «хорошим руководителем», а другие – «преступником». Прочитав статью в «Российской газете», я убедился, что не надо слепо верить в то, что Радзиховский назвал «устойчивым Мифом-1990-х, Мифом о Ельцине». Вы со мной не согласны?</p>	<p>Provides a personal reaction to the findings of the two Russian written sources.</p>

Other examples of possible questions/statements for the Independent Research Project are:

- Газпром – самая большая нефтяная компания в мире.
- Олигарх Александр Лебедев: почему он живёт в Великобритании?

