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Mark Scheme Final

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Pearson Edexcel GCE
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Pearson Edexcel Level 3 Advanced GCE in Russian

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 (A04)

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 (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.)

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
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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 a report in 2021 in Ведомости, more than 60% of Russians cannot imagine life without the internet, and this percentage is even higher amongst those who are under 25 years old.• Young Russians think that it is very important to have a smartphone so that they can access the internet wherever they are e.g. nearly half of those surveyed in 2021 by Национальной системы платежных карт (НСПК) said that they feel ill at ease if they do not have their smartphone.• Young Russians say that a major advantage of the internet is using it to stay in contact with others e.g. in the Ведомости survey, nearly 90% of young people in Russia said that they have an account on Вконтакте.• In an online discussion on this topic a young Russian called Любовь said that there are more advantages of the internet than disadvantages. She uses the internet to stay in touch with others and to look up information. She says that there are disadvantages, but if you are careful, you can stay safe online. She says that her view is typical of that of many young Russians.
Б	<ul style="list-style-type: none">• According to the website vc.ru in 2020, 81% of Russians have internet access. Access to the internet is easier for young people in bigger towns and cities than in more rural areas.• Lack of access to the internet had negative effects for some young Russians during the Covid pandemic in 2020 e.g. the Russian press reported the case of Alexei Dudoladov, a student living in Siberia who had to climb a tree to get internet access when his classes went online due to the pandemic.• Some tragic events have occurred in Russia as a result of internet sites. e.g. the suicide of a Russian teenager as a result of following the internet-based Синий Кит. Friends of this teenager have said that they will avoid using the internet unless it is essential.• According to a survey by the electronic communications association РАЭК nearly half of young Russians aged 14-17 said that they had received aggressive or hurtful messages on the internet and so were wary of using social networks.

AL Task 1 STIMULUS RU2

Statement	Indicative content
А	<ul style="list-style-type: none"> • According to a survey by ВЦИОМ (Всероссийский центр изучения общественного мнения) in 2019, 63% of young Russians think that it is essential to study a foreign language. • Russian parents often pay for extra foreign language lessons for their children e.g. in St Petersburg there are many private language schools offering supplementary foreign language lessons to schoolchildren. • Russian parents who can afford it may send their children to school abroad so that they learn a foreign language e.g. in 2019 there were more than 1500 Russian children studying at private schools in the UK. • By law, all Russian schoolchildren must study a foreign language. This is often English, but French and German are also widely studied. A foreign language is a compulsory component of the ЕГЭ. In addition, according to the website olimpiada.ru, олимпиады are organised in English, French, German and other languages to encourage and support the learning of foreign languages.
Б	<ul style="list-style-type: none"> • Recently, the national Olympiads in Russia have reported higher entries for subjects such as maths and science than for foreign languages, as schools are placing more importance on studying maths and science than on studying languages. • While inhabitants of the major Russian cities often think that it is important to study a foreign language, this view is not shared in all of Russia e.g. in a survey by ВЦИОМ (Всероссийский центр изучения общественного мнения), 75% of those who said that it is important to study a foreign language lived in Moscow or St Petersburg. Those who live in more rural areas of Russia do not place as much emphasis on the importance of learning a foreign language. • By law, all pupils in Russia have to study a foreign language at school, but access to this varies depending on the school and/or the region of the country. In some areas of the country there is a shortage of foreign language teachers e.g. according to an article in Коммерсантъ in 2020, 32% of schools in Russia reported a shortage of foreign language teachers. • According to a report by МГИМО (Московский государственный институт международных отношений), under 6% of Russians said that they could speak a foreign language, reflecting that although, in theory, all study a foreign language in school, in practice this does not always lead to fluency.

AL Task 1 STIMULUS RU3

Statement	Indicative content
А	<ul style="list-style-type: none">• According to the website Медуза, some employers in Russia are more willing to recruit men than women, as they think e.g. men will not take time off work for childcare.• A survey by the Международная организация труда (МОТ) found that in Russia, women's work is often less stable than men's e.g. women work more often than men in temporary or part-time jobs, where they are vulnerable to losing work with no notice and where they have fewer employment rights than men.• State kindergartens in Russia provide childcare for young children, allowing mothers to return to work.• There are projects aimed to help women in Russia find work and these are supported by the authorities e.g. in 2021 the project Шар за шаром was launched. This project advertises jobs on its website and also offers women advice about writing a CV and applying for work. The politician Алена Попова said that this service will help women to become more financially independent.
Б	<ul style="list-style-type: none">• The rate of unemployment has been rising in Russia, e.g. it rose from 4.7% in March 2020 to 5.4% in March 2021.• It is especially difficult for older people in Russia to find work e.g. according to the website Медуза, recruiters acknowledge that some Russian employers do not want to hire people over the age of 50.• The economist Михаил Делягин said in August 2020 that one of the main reasons for unemployment in Russia is the continued decline of industry in the country e.g. he said that in the last 20 years in Russia, thousands of factories have closed.• Делягин also said that the number of workers coming to Russia from other former Soviet republics is making it harder for people to find work. Some migrant workers (not all of whom are legally permitted to work in Russia) are prepared to work for lower salaries and therefore employers are more likely to give them work.

AL Task 1 STIMULUS RU4

Statement	Indicative content
A	<ul style="list-style-type: none"> • In Russia the most popular TV networks are state-run or owned by companies with close links to the Kremlin, e.g. the government controls Channel One and Rossiya 1 and state-run energy company Gazprom owns NTV. • An editor working in Uzbekistan reports that, although according to Uzbek law anybody is entitled to receive information from the government as long as it is not a state secret, in practice the government’s press services have their favourite journalists whom they treat preferentially when sharing information. • There are reports that the Russian government blocks media websites that it believes are “undesirable” or which oppose its policies. • In Russia the work of international media is restricted e.g. since January 2021 the media regulator there has issued fines to Radio Free Europe/Radio Liberty’s Russian service for breaking the “foreign agent” law. This law is used to fine and effectively ban foreign media that do not support the Kremlin’s policies.
B	<ul style="list-style-type: none"> • In Uzbekistan, moves have been made, with government support, to ensure media freedom e.g. in 2020 a businessman, Komil Allamjonov, and the daughter of the President, Saida Mirziyoyeva, founded the Public Fund for the Support and Development of Mass Media. Two of the aims of this organisation are to defend press freedom and to strengthen freedom of speech. • The Estonian government supports press freedom and, with government support, Estonia hosted the Global Conference for Media Freedom in autumn 2021. • An international report concluded that, in Latvia, freedom of speech and expression in the press are respected and upheld. • The media in the Baltic states are generally considered to be independent e.g. in 2017, Freedom House, a US NGO that conducts research into democracy and political freedom, defined the Latvian press as “free”.

AL Task 1 STIMULUS RU5

Statement	Indicative content
A	<ul style="list-style-type: none">• Many people in Russian-speaking countries object to the use of animals in Russian circuses and this has been cited as a reason for a fall in their popularity e.g. in 2017 animal rights activists staged a two-week hunger strike outside the State Duma to protest about the treatment of animals in Russia, including in circuses.• According to Росстат, the Russian State statistics service, the number of visitors to circuses is falling e.g. in 2017, 5.8 million people in Russia visited 66 circuses, the following year this number was 4.9 million people, who visited 60 circuses.• According to belarus.by, the official website of the Republic of Belarus', the most popular forms of culture in the country are art exhibitions, theatre and cinema and the government supports these activities e.g. it supported the International Art Festival Славянский базар в Витебске in 2021.• In Moldova there are 22 theatres, including a theatre of opera and ballet and two puppet theatres. All are very popular and tickets for shows often sell out.
Б	<ul style="list-style-type: none">• Not all circuses in Russia are old, some are relatively new and are trying to develop the circus art e.g. Упсала Цирк was founded in St Petersburg in 2000, and its mission is to "develop new circus in Russia, making it a known and understandable art trend".• There is evidence that circuses in Russia are responding to those who are opposed to the use of animals in circuses e.g. in 2019 Magas (in Russia's North Caucasus) became the first place in the country to ban the use of animals in travelling circuses.• The circus in Tashkent, Uzbekistan, is increasingly popular, due to new initiatives e.g. the Международный детский фестиваль циркового искусства was held in Tashkent for the first time in 2021.• The Russian state recognises that the circus is a popular art form in the country, and supports it, e.g. in 2017 the state-run Росгосцирк (an organisation that unites more than 40 circuses in the country) received more than one billion roubles in state aid.

AL Task 1 STIMULUS RU6

Statement	Indicative content
<p>А</p>	<ul style="list-style-type: none"> • There are many international festivals in Russian-speaking countries e.g. people from Latvia and Lithuania take part in the Нарвская весна festival which takes place in Estonia. • The festival Солнце в детских ладошках, held in Moscow, states on its website that it is an international festival and a meeting place for children from different regions of Russia, and from other countries e.g. from Kazakhstan and Belarus’. • Music festivals are very popular in Russian-speaking countries, for both classical music e.g. the festival of classical music in Kharkov, “Music Fest”, and pop music e.g. Боль, held in Moscow in the summer. • There are many festivals which have an educational theme and these are popular in Russian-speaking countries e.g. there are фестивали математики in Kazan and Novosibirsk and in Tashkent, Uzbekistan.
<p>Б</p>	<ul style="list-style-type: none"> • There is a tradition of holding festivals in Russian-speaking countries and major cities often hold many festivals every year e.g. in 2021 one website listed more than 50 festivals taking place just in May in St Petersburg. • Festivals attract the support of governments and other authorities, which demonstrates their importance to the culture of a country e.g. the Московский международный кинофестиваль is supported by the Ministry of Culture of the RF and the Cultural Department of Moscow. • According to a supplier of food to festivals, interest in open-air festivals in Moscow is growing every year. • According to mos.ru, the official website of the Mayor of Moscow, the Фестиваль хоров воскресных школ has increased in size every year since it was first held in 2012, and in 2021 more than 400 people took part.

AL Task 1 STIMULUS RU7

Statement	Indicative content
А	<ul style="list-style-type: none">• According to international monitoring sources, air quality in Moscow is getting worse e.g. in November 2020, Moscow measured its highest level of air pollution in almost 16 years.• It seems that the crime rate is increasing in St Petersburg e.g. the number of crimes reported in the city was 61,300 in 2020, up from 48,600 in 2019.• The effects of climate change have already been seen in Moscow e.g. in February 2021, no snow was recorded in the city for the first time ever in that month. Climate change is expected to have a detrimental effect on Russian cities such as Moscow in the future e.g. it will become hotter in summer which will affect the air quality there.• There are plans to improve the transport system in St Petersburg e.g. to introduce new buses with air conditioning, USB chargers and easier access for people with disabilities. There are also plans for new parks, bicycle lanes and transport networks in the city.
Б	<ul style="list-style-type: none">• According to Росстат, those who live in the centre of Moscow have better access to services e.g. healthcare and education, than those who live in the suburbs of the city.• Public transport services are better and more frequent in the central zone of St Petersburg than in other areas of the city.• Research carried out by Greenpeace in 2019 found that 82% of people living in Moscow are unhappy with the air quality there, and nearly half of those surveyed said that they would move out of the city centre if they could.• According to Мишутину, a company building housing in the suburbs of Moscow, many people are choosing to move out of the city centre e.g. to live in a cleaner environment, and one in which they can find more opportunities for leisure activities.

AL Task 1 STIMULUS RU8

Statement	Indicative content
А	<ul style="list-style-type: none">• Дружинники work alongside the authorities in Moscow to reduce crime e.g. in spring 2021, nearly 5,000 дружинники helped the police in the city to ensure the safety of the public during Easter celebrations.• The slogan of the Народная дружина in St Petersburg is “Наш город в наших руках!” and the work of this group is expanding e.g. currently the group works to reduce crime in two regions of the city (Кировский and Красносельский районы) but there are plans to increase the number of regions of the city in which the group works.• In 2021, a Russian journalist wrote that he felt safer in Moscow than in other European capitals e.g. Amsterdam, London and Paris.• According to statista.com, though still high, the number of crimes reported in Moscow has been decreasing in recent years e.g. in 2015 more than 195,000 crimes were reported in the city, but in 2020 this number was 146,000.
Б	<ul style="list-style-type: none">• In St Petersburg, while the rate of some types of crime e.g. pickpocketing, is increasing, the rate of some other crimes, particularly more serious crime, is decreasing.• As a result of recent initiatives to make the streets safer e.g. better lighting, according to research by mos.ru, residents of Moscow report feeling safer in the city now than they did in the past.• The website of the Mayor of Moscow reports that initiatives such as road traffic monitoring, video surveillance and metro inspections have already contributed to a decrease in the rate of crime in the city, and that these initiatives need to continue in order to reduce the crime rate still further.• Илья Варламов, a Russian blogger, believes that making St Petersburg greener will reduce the crime rate e.g. if the environment is more pleasant, the inhabitants of St Petersburg will spend more time outdoors, which will make the streets safer as crime is less common in places where there are many people.

AL Task 1 STIMULUS RU9

Statement	Indicative content
A	<ul style="list-style-type: none">• Moscow has been identified as the city with the worst air quality in Russia.• The air quality is especially poor in the south-east of Moscow due to the industry there e.g. water treatment plants and chemical plants.• Some green areas of St Petersburg have been lost in recent years e.g. because of building projects. This has a detrimental effect on the ecology of the city.• Water pollution is a major problem in Moscow e.g. 56% of water supply sources in the city do not meet safety standards.
B	<ul style="list-style-type: none">• Transport has been identified as a major source of pollution in the centre of Moscow e.g. a study found that pollution from cars was the source of 55% of the air pollution in the city.• Although projects to reduce pollution in Moscow, e.g. improvements to the system of public transport, have been effective to some extent, a survey by Greenpeace found that more than 80% of the city's inhabitants were unhappy about the air quality there.• Plans are in place to stop the most polluting vehicles from entering the centre of St Petersburg. This will reduce the level of pollution in the city centre.• In 2020, the authorities in Moscow initiated a recycling project which will reduce the amount of rubbish going to landfill e.g. the aim is to recycle 36% of waste in the city by 2024.

AL Task 1 STIMULUS RU10

Statement	Indicative content
A	<ul style="list-style-type: none">• Allowing foreign investment in the USSR was a major economic reform during Perestroika and brought employment to the country e.g. in 1988 McDonald's got permission to trade in the USSR and the company opened its first branch in Moscow in 1990. Pizza Hut opened its first branch in the city a few months later.• Until the economic reforms of Perestroika, most of the USSR's foreign trade was with other socialist regimes e.g. Cuba, Vietnam and the countries of Eastern Europe. During Perestroika, opportunities for foreign trade increased significantly and many Soviet businesses took advantage of this, especially of the opportunity to set up joint ventures with foreign firms.• One of Gorbachev's major economic reforms was to decentralize economic controls, encouraging businesses to become self-financing.• Gorbachev gave more autonomy to local governments when it came to controlling local finances, reducing the extent to which the central Communist Party was involved in local affairs.
Б	<ul style="list-style-type: none">• In some respects, e.g. the increase in the number of new, successful businesses in the first years of Perestroika, the economy of the USSR seemed to be developing at this time. However, ultimately, government spending increased and the rate of inflation increased during Perestroika, leading to greater economic instability.• As a result of the policy introduced in 1988, allowing for the establishment of limited cooperative businesses in the USSR, some people's incomes increased. This led to a strengthening of the economy in some areas.• Foreign investment in the USSR during Perestroika brought new business and employment opportunities to the country.• Opportunities for foreign trade were opened up during Perestroika e.g. manufacturers were allowed to bypass central government when trading abroad, allowing greater opportunities for businesses to develop.

AL Task 1 STIMULUS RU11

Statement	Indicative content
A	<ul style="list-style-type: none">• The political situation in the USSR became more democratic as a result of Glasnost' e.g. Gorbachev wanted to open relations between the USSR and the West, and encouraged people to talk more freely about politics, following a Western model of democracy.• As a result of Glasnost' there was greater freedom in the Soviet media e.g. to write honestly about the USSR; this encouraged people to discuss political issues more freely, without fear of being punished for doing so.• People were given greater freedom to travel as a result of Glasnost'.• When Ronald Reagan visited Moscow in 1988, he encouraged Gorbachev to allow greater religious freedom (freedom of religion is considered to be a democratic right); historians report that Gorbachev listened to Reagan's advice.
B	<ul style="list-style-type: none">• The historian Dmitry Furman acknowledged Gorbachev to be a strong leader e.g. he said that Gorbachev was willing to risk losing his power in the name of principled moral values.• Gorbachev was not afraid to stand up to his opponents e.g. in 1985 he introduced a campaign to stamp out corruption and pursued this campaign even though it was unpopular with some members of his party.• Gorbachev was in favour of freedom of speech e.g. he wanted communist politicians to listen to criticism and to make changes as a result of it. He persisted with this despite opposition, particularly from hard-line Soviet politicians.• Gorbachev believed that it was necessary to include the general population of the country in the political process in order to achieve economic and social recovery.

AL Task 1 STIMULUS RU12

Statement	Indicative content
A	<ul style="list-style-type: none">• Gorbachev said that authority is necessary in order to create conditions for developing a strong country, but his approach to leadership, e.g. his strict insistence on the need for reform, was not always popular.• One of the reasons for the Putsch was dissatisfaction with the way Gorbachev was leading the country.• Many Soviet citizens were in favour of Gorbachev's reforms, but by 1991 some people thought that the promised reforms were not happening quickly enough.• Glasnost' meant that Soviet citizens became more aware of how people lived in the West and many thought that conditions there were better than in the USSR e.g. people in the West had a higher standard of living and greater access to consumer goods. By 1991 there was growing dissatisfaction at the extent to which, in the eyes of the public, the USSR still lagged behind the West.
B	<ul style="list-style-type: none">• Many members of the Communist Party disagreed with Gorbachev's leadership and his reforms, and, by the beginning of 1991, opposition to his leadership was growing within the Party e.g. other members of the Party were concerned that Gorbachev had, in their opinion, lost control of the media.• By 1990, socialist regimes in Europe had lost power e.g. the Berlin Wall had fallen, Solidarity was in power in Poland and the Baltic States were taking steps towards independence. By 1991, Communist Party members in the USSR were increasingly concerned that Gorbachev's style of leadership and his policies would lead to the end of socialism in the whole of the country.• The coup against Gorbachev was led by hard-line communist members of the Soviet government and the military. They put Gorbachev under house arrest and demanded that he resign his leadership.• The leaders of the coup soon realised that they did not have the support they needed and their attempt to take power collapsed three days after it began.

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 «БАЗАДАННЫХФОМ» 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</p>	<p>Provides a personal reaction to the findings of the two Russian written sources.</p>

«устойчивым Мифом-1990-х, мифом о Ельцине». Вы со мной не согласны?	
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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?