

RUSSIAN (PRINCIPAL)

Paper 9782/01
Speaking

Key messages

- In **Part 1**, candidates need to choose a card that features a topic of interest to them and be able to express their opinions in accurate Russian.
- In **Part 2**, candidates need to prepare a topic related to a country where Russian is spoken. In order to do well, candidates should choose a subject which is of interest to them and about which they can offer evidence of in-depth research and opinion.

General comments

As in previous years, the candidates demonstrated an impressive level of preparation and linguistic ability. All centres prepared their candidates very well and both the quality of discussion in **Section A** and the depth of research in **Section B** were very high.

Comments on specific questions

Section A

This year the most popular card among the candidates was **Card 1** (Human relationships). The least popular card was **Card 4** (Equality of opportunity), with all other cards attracting similar numbers of candidates.

All candidates were well prepared for this section of the exam. They used their preparation time effectively and were able to give a confident summary of the article. A pleasing range of opening formulas was used, including phrases like «в статье речь идет о том, что» and «в статье говорится, что». The best summaries of the article lasted close to one minute and included the key details from its beginning, middle and end. Impressively, the candidates avoided a mere listing of facts («В первом параграфе автор говорит... Во втором параграфе автор говорит...») and concentrated on presenting the main ideas of the article, which demonstrated a good grasp of these ideas. However, some of the linguistically strong candidates found it difficult to resist trying to fit in as much detail as they could remember at the expense of summarising the ideas.

- Card 1** (Human relationships) led to discussion of the role of punishment in bringing up children and the impact of physical punishment on the development of children. Relationship between children and their parents, patterns of family life and the role of outside influences were also considered.
- Card 2** (Health and fitness) led to discussion of the impact of a vegetarian diet on human health, the role of healthy living and sport on the health of the nation.
- Card 3** (Travel and tourism) led to discussion of the role of tourism in young people's life, emotional and intellectual development, its impact on the environment and the economy.
- Card 4** (Equality of opportunity) was dedicated to the perception of women in the modern world and gender, ethnic, religious and sexual equality.
- Card 5** (Urban and rural life) looked at advantages and disadvantages of urban and rural living, the issues for the young and older people living in these areas and at the ways of resolving the lack of opportunities in the rural areas.

Card 6 (The environment) examined the dangers of climate change and ways of preventing the environmental catastrophe.

All these cards provided opportunities for the best candidates to steer the discussion, rather than relying on the examiner's prompts. To achieve the highest marks in the section 'Comprehension and Discussion', candidates are encouraged to introduce new ideas into conversation and give their opinions readily. This would satisfy the requirement of 'showing initiative in developing discussion'. Good candidates ensured that their ideas were directly relevant to the discussion and their reactions were in reply to examiner's prompts rather than steering the discussion into direction that they were more comfortable. Most candidates were willing to develop the conversation demonstrating very good to excellent understanding of the themes that were discussed in the articles.

Section B

Candidates selected a wide range of interesting topics for this part of the exam. As in previous years, biographical topics were popular. It was particularly pleasing that alongside the usual favourites (like, for example, Chaikovsky, Kandinsky, Peter the Great, Shostakovich), some names less known in the West were chosen by the candidates (for example, Mendeleev, Pavlov, Kovalevskaya). There were some very interesting and competent discussions of literary personalities (Chekov, Dostoevsky, Tolstoy, Bulgakov, Akhmatova, Nabokov, Zamyatin, Gogol) which involved detailed analysis of their work substantiated by quotations. Some candidates developed perceptive and substantiated ideas on a variety of socio-economic phenomena in Russia ranging from alcoholism to the situation with LGBT rights in Chechnya, from the problems of Russia's railways to the development of the Arctic region. As in the previous years, there were some very interesting and unusual topics on a variety of areas, for example, the state of relations between Russia and Iran, role of the criminal 'Solntsevo' gang, the Slavophile ideas, the history of emigration from Russia and the Soviet Union, Russian penal system, feminism in Russia, Post-Soviet fashion or whether the oligarchs are a benefit or a curse for Russia.

All candidates chose an appropriate topic. Most demonstrated thorough research of the chosen topic and were able to talk at length about it, including an impressive range of detail. On occasion, candidates could have included more detail, facts and figures to give greater weight and substance to the points they were making, for example, when talking about the Bolshevik Revolution, it would be useful to know in which year it happened.

Most of the topics chosen by the candidates provided a broad scope for analytical discussions, enabling them to demonstrate excellent or clear understanding, express opinions and use illustrations necessary for qualifying for the top marks. The best candidates were able to organise the extensive research in a way that would be manageable in the eight-to-ten minute discussion. For example, it is difficult to provide an in-depth discussion of several novels by Dostoevsky, the reasons for the collapse of the USSR or the whole period of Stalin's rule in the time available for the test. It would be more beneficial for the candidates to concentrate on some particular aspects of these topics rather than attempt to cover all areas relevant to the problem. This would enable the candidates to demonstrate more in-depth knowledge and confidently lead the discussion.

Candidates should remember that, as with the first part of the paper, this section is also a conversation, not a monologue. It is therefore crucial to listen carefully to the question and avoid simply reverting to a script upon hearing a key word.

Language

Overall the standard of language was high. The vast majority of candidates demonstrated a wide vocabulary and good grasp of grammar. Many candidates displayed an impressive command of the agreement of noun and adjectival endings, and although in some cases this continued to cause problems, communication was hardly ever impaired by errors. Pronunciation was generally very good, with some examples of excellent pronunciation among learner candidates. Stress sometimes proved problematic, with the most common mistake being misplacing the stress in different word forms, including some common ones: «я могу – они могут», «создАть – он создаЁт», «год – годАм», etc. This year structures like Complex Object («я хочу, чтобы женщины стали равными с мужчинами», «необходимо, чтобы страны начинали сокращать выбросы» etc.) continue to present problems. Some of the recurrent linguistic problems seem to be the use of «если» instead of «ли», «экономия» instead of «экономика» and the confusion over the various meanings of the word 'different' («разный/отличный от»). Numerals seemed to present more problem this year. The best candidates were able to avoid some common mistakes like

1. Incorrect use of the verb in the future tense «будет/будут мочь» instead of «сможет/смогут».

2. Using nouns which do not form plural forms in the plural, e.g. «еды» (instead of «еда» or «продукты»), «полиции» (instead of «полиция» or «полицейские»).
3. Using the noun «проблема» in masculine form («этот проблем») and the noun «метод» in feminine form «эта метода/этой методой».
4. Using pronouns in the nominative case instead of the dative case with «надо» and «нужно», e.g. «он нужно» instead of «ему нужно».

Overall, the candidates demonstrated an impressive level of command of the Russian grammar and broad and idiomatic vocabulary.

RUSSIAN (PRINCIPAL)

Paper 9782/02
Reading and Listening

Key messages

- In preparation for this component, candidates should have experience of reading and listening to a wide range of authentic materials related to the topics in the syllabus.
- During the examination, candidates need to focus on conveying the required information in clear language, but there is no need for full sentences.

General comments

Part I: Reading

Text 1

Candidates need to produce answers to questions in Russian which to some degree manipulate the language of the original text. Full sentences are not required.

Text 2

Candidates need to respond in English. Full sentences are not required.

Text 3

Candidates need to translate, into Russian, a short passage which is thematically connected to the preceding two texts. Useful vocabulary can be found in Texts 1 and 2, although it may have to be adapted for the translation passage; for example, verb and case forms may need to be changed.

Part II: Listening

It is advisable to spend about 1 hour on this section. Candidates should be familiar with the individual listening equipment before the examination so that they feel confident.

Text 1

Candidates need to respond in Russian. They should focus on giving only the information required for the answer, rather than full sentences or lengthy sections transcribed from the audio. The information has to be conveyed successfully, so candidates should aim for as high a degree of linguistic accuracy as possible.

Text 2

Candidates need to respond in English. Complete sentences are not required; candidates need only write the information required to answer the questions.

Text 3

Candidates must address all four bullet points in the summary and answer in concise English in order not to exceed the word limit. Complete sentences are not required.

Comments on specific questions

Reading

Task 1

This text was about establishing a business in traditional Russian footwear.

The majority of candidates scored well on this task and could effectively manipulate language. Good awareness of verb and case endings was evident.

Question 3

This proved to be a challenging question. Some candidates seemed not to have understood *кроме* in the question. The best candidates manipulated the information from the text well to convey the contrast between country life now and in the past.

Question 5

The inference in this question was understood by a large number of candidates. Many were able to supply the irregular comparative *дешевле* in their answer.

Question 6

This question required candidates to provide a definition for a given word. Establishing the root of the word *вручную* and considering its context in the passage would have been useful to candidates.

Question 7

This was generally well answered – candidates who missed that the verb linked to *на рынке* was in the past tense and the question referred to the present may have been steered towards a wrong answer.

Candidates should give as much detail as possible to avoid only partially answering a question. A number of candidates lost a mark on this question because they omitted *подарков* from their answer.

Task 2

This text was about the benefits for small children of resilience to cold temperatures in maintaining good health.

Question 8

This question was answered well by the majority of candidates and most seemed to grasp the concept described. Some candidates seemed not to know that *на улице*, as well as its literal translation, can mean 'outside'.

Question 14

There were many good answers to this question but some candidates did not link 'some' in the question with *некоторые* in the text and focussed on (all) the children playing in the snow as a basis for their answer.

Candidates generally scored well on this task but marks were sometimes lost through lack of attention to detail. Examples are, '15 degrees', without qualifying that this was below freezing (**Question 9**) and *болеют* rendering in context the English past tense, not future.

Task 3

This question was based on **Task 2**, building resistance to illness through outdoor activities in the cold.

Question 15

This proved to be a demanding task which elicited a wide range of marks. There was almost no incidence of candidates leaving sections unattempted. There were a number of good answers and several instances of

full marks being achieved. Candidates should be aware that Text 3 will contain some words and phrases used in Text 2.

The most challenging sections of the translation proved to be:

- ‘Are used to’ (*привыкли*) – given in **Task 2**.
- ‘To develop’ (*разработать*) – given in **Task 2**.
- ‘A training system’ (*система тренировки*) – given in **Task 2**.
- ‘Icy’ – not known or mis-spelt.
- Appropriate choice of verb ‘to learn’ for ‘you learn to love’.

There were a number of pleasing efforts to convey the correct meaning of various parts of the text through alternative structures or vocabulary, for which candidates were given credit.

Listening

Task 1

This text was about a TV talent show winner.

The task proved accessible to the majority of candidates.

As in earlier activities on this paper, candidates are reminded of the need to read questions very carefully and be full in their answers. Questions were generally well understood and candidates could invariably pinpoint areas of the text where the appropriate information could be found.

Task 2

This was a text about a mummified princess who was found in the Altai region.

Many candidates performed very well on this section. Others performed well but could have increased their final mark with a little more attention to detail and the context of the words and phrases in the passage. As an example, a number of candidates understood that the princess was wearing gold jewellery but did not link this with *на голове* and answered ‘bracelet’ or ‘necklace’.

Task 3

This was a text about the effect the number of children in a family has on the family as a whole and children’s personalities.

Although challenging in parts, the majority of candidates gained at least six marks on this task. Candidates should remember that full sentences are not required and that credit cannot be given for any work beyond the first natural break after 100 words. Exceeding the word allowance almost inevitably penalises candidates as valid points can be contained in the surplus work. Candidates should think carefully about how to cut down word count without sacrificing required information. The most frequent reason for exceeding the word count on this task was trying to put the information into context. For example, ‘Professor Konovalov thinks that...’, ‘Of course, not everyone shares the Professor’s point of view.’ Words could have been saved by using, synonyms for example ‘siblings’ instead of brothers and sisters, or ‘parents’ instead of mother and father.

The first bullet point, concerning the key facts about how the number of children affects a family was generally well answered. However, the word *гармоничные* proved problematic for some candidates and was mistranslated, among other things, as ‘hormonal’ and ‘harmonic’.

For the second bullet point, focussing on the benefits for children in big families, accuracy in translation was key. Again, a semi-cognate, *коммуникабельны* was rendered by some as ‘communicable’.

Bullet point three, which dealt with the advantages of being an only child, *ориентироваться в обществе взрослых* proved challenging for some to render into good English. The best candidates provided a concise and accurate meaning for *занять себя*, rather than focussing on the ‘free time’ element of the sentence.

Bullet point four concerned varying attitudes to family size. Candidates who exceeded the word limit tended to lose marks from the fourth bullet point, which could not be marked in its entirety. Some candidates mentioned that in big cities young people were putting off starting a family but did not mention why.

Marks were not awarded if candidates failed to draw comparisons between two distinctly different places – big cities and the Caucasus. *Кавказ* as the name of a region was not widely known and was often left (although not penalised) as Kavkaz.

For reasons mentioned above, candidates could not be given credit for stating that parents in the Caucasus need not fear loneliness in old age, if the word limit had already been exceeded.

RUSSIAN (PRINCIPAL)

Paper 9782/03
Writing and Usage

Key messages

Part I Writing

When choosing a title candidates should:

- spend some time reading all the titles
- think carefully about what each topic is and what is being asked in the title
- think about whether they have something to say in response
- consider whether they possess vocabulary in the topic area
- make a very rough plan before choosing a title
- decide which title they are going to choose and write an essay plan.

When writing the essay, candidates are advised to:

- use the plan to construct a real argument
- write an introduction, discussion and a conclusion
- keep the essay title in mind throughout
- check whether the points made are relevant
- avoid repetition
- write in paragraphs, making a clear, relevant point in each one
- use examples to illustrate the points they make
- try to use a variety of language and demonstrate linguistic ability
- write complex sentences when appropriate, but without losing the thread of the argument
- remember to try to interest and/or persuade the reader.

Part II Usage

In **Part II**, the three tests of verbal knowledge, structural manipulation and other aspects of usage cover a wide range of structures, but should not present major difficulty to candidates who have broad experience of the language and an awareness of the need for accuracy in writing. It is useful to be familiar with the format of the tests; this will help candidates to be aware of the type of knowledge required. Intelligent, careful reading of texts in the target language, attention to personal linguistic development in terms of structures, and experience of working through similar tasks can all help in preparation for this section.

In this part of the examination candidates are recommended to:

- read each question carefully and make sure they understand the sense of the sentence
- avoid leaving any questions unanswered
- use their experience of and 'feel for' the language as well as their knowledge when deciding the correct answer (e.g. ask themselves 'Have I heard or seen a similar sentence?')
- proofread carefully their answers to **Exercises 1 and 2**.

General comments

Candidates completed all parts of the paper, and as in previous years, performance was generally good or very good.

Comments on specific questions

Part I: Writing

Many candidates wrote a plan for the essay and this is definitely to be encouraged. An essay plan is of great help, if not essential, in writing a well-organised and coherently argued essay. In addition, a plan allows the candidate to note down examples, vocabulary and structures which s/he may wish to include in the essay. The essay plan is not assessed. Many candidates wrote the essay on alternate lines of the page, allowing corrections or additions to the essay to be made neatly. Candidates would be well-advised to use paragraphs carefully in order to structure their work.

In some cases, presentation of the essay and/or the candidate's handwriting made the work very difficult to read. All candidates would be well-advised to make sure that their work is completely legible. Where handwriting is difficult to decipher and spellings are not clear, the candidate may not be communicating the information s/he wishes to.

'Accuracy and linguistic range' is assessed out of 24 marks. The essay does not have to be without fault to be awarded full marks in this category. In order to access the highest marks here, candidates should aim to include a very wide range of vocabulary appropriate to the title they have chosen in addition to demonstrating the ability to use a range of complex sentence patterns and structures appropriately and accurately.

Up to 16 marks are awarded for the development and organisation of the ideas in the essay. Here, in order to access the highest marks, candidates must present an answer to the title which demonstrates that they have understood the question, considered its implications and prepared a well-planned and thoughtful response. Access to the higher boxes of the mark scheme requires the work to be illustrated with relevant examples, and candidates should bear this in mind when planning the essay. Relevant examples can come from many sources including, for example, the candidate's own experience, from wider reading or from topics and texts studied in class.

In order to be able to access the full range of marks available for the essay, candidates would be well-advised to choose a title about which they have clear ideas and views. They need to show that they have considered the question from different angles and to draw a clear conclusion. Relevant examples should be incorporated into the essay and used to support strands of the argument. It is very possible that the candidate will have, at the initial planning stage, more material than can be used in an essay of this length. The skill, naturally, comes in selecting the arguments and examples to be used to address the question and the most successful answers reflected the ability to do just this. Less successful were those essays in which candidates appeared to write everything they knew about the topic, thus losing sight of the question.

Question 1

- (a) Many of those who chose this question drew on knowledge of leaders of Russia and/or the USSR and used appropriate examples from the current day or from history to support their arguments. All those who answered this option came to a clear conclusion and nearly all agreed with the statement that Russia needs a strong leader. Many focused on the difficulties of governing such a large country and one with so many ethnic groups and different beliefs, in addition to maintaining the country's position on the world stage, coming to the conclusion that only a strong leader is able to do so.
- (b) This was the most popular question, and many candidates drew on recent or current events (in Russia and in other countries) to support the points made. The range of arguments put forward was wide-ranging, and most candidates considered both sides of the issue, looking at both the pros and the cons of media censorship and the need or otherwise for it before coming to a conclusion. Candidates were not short of material to use when illustrating their arguments. Opinion was divided as to whether media censorship is necessary or not.
- (c) Many of those who answered this question drew on their own experience of education and were able to look at the question from both sides, considering the ways in which education serves to prepare young people for the future, and the function of education in the here and now, before coming to a clear conclusion. Many mentioned the necessity for young people leaving education to be ready for the world of work and, though not all agreed entirely with the statement, most came to the conclusion that the main purpose, if not always the only purpose, of education is to prepare young people for the future.

- (d) This was the second most popular question. Understandably, as for **Question 1(c)**, many candidates drew on their own experience when choosing examples to support the points made. Candidates gave a wide range of reasons, whether agreeing or disagreeing with the statement. Several made the point that the influence of family versus friends changes with the age of the child or young person. Opinion was divided as to whether the statement was true or not, but, almost without exception, candidates were able to balance their arguments and to draw well-reasoned conclusions.
- (e) The majority of those who chose this option agreed with the statement, citing the pressure people are under to succeed at school or in a career as a reason why it is increasingly difficult to achieve a balance between work and leisure. Many also noted that, as a result of modern technology, it is possible for people to work and to be contacted at any hour of the day or night. Many answers drew on candidates' own experience or that of people they knew when choosing examples to support their points of view.

Part II: Usage

Exercise 1 Questions 2 – 6

The five questions in this section test knowledge of verb conjugations. Any acceptable correct version of the infinitive given in brackets in the context of the sentence is allowed. In preparing for this question, candidates need to learn regular and irregular verb conjugations thoroughly, then read the question very carefully so as to pick up the clues which indicate which tense of the verb is required. The majority of candidates answered **Questions 2, 4 and 5** correctly. **Questions 3 and 6** proved to be discriminators between candidates who knew the conjugations of verbs well and those whose knowledge was less secure.

Exercise 2 Questions 7 – 11

As in previous years, in this exercise candidates were generally able to manipulate *который* successfully, and to use *до того, как* and *после того, как* accurately. It is important when combining the two sentences that candidates use an appropriate conjunction and that, where there is a sequence of events, this sequence is maintained in the resulting sentence. On occasion, candidates seemed to over-complicate their answer and consequently failed to write a correct version; candidates should be aware that it is not always necessary to complete complex language manipulation in order to combine the two sentences.

Exercise 3 Questions 12 – 31

Many candidates scored full marks or almost full marks for **Exercise 3**. The most challenging questions proved to be **Question 19** (where candidates were unsure of the case needed after *среди*) and **Question 21** (where candidates seemed to be distracted by the «*большое влияние*» which follows the gap). In preparing for this type of test, candidates should revise thoroughly the declensions of nouns and adjectives, and the cases which follow different prepositions in Russian. The majority of candidates were able to choose the appropriate forms of adjectives, nouns and verbs to complete the sentences.

RUSSIAN (PRINCIPAL)

Paper 9782/04
Topics and Texts

Key messages

In both parts of the paper, candidates should:

- read the question with care, and think about what they are asked to do
- plan their answer and organise their material with close relation to the question
- define the terms of the question in the introduction
- keep the question in mind throughout
- support any assertions with close references to the text and/or film
- make sure quotations, if used, support the argument
- make sure all quotations are accurate
- use paraphrasing and allusion as an alternative to overlong quotations
- take care to include analysis and argument, and avoid narrative
- demonstrate knowledge by using it as supporting evidence for the argument
- exclude information that is irrelevant to the question.

Part I: Cultural Topics

Candidates should:

- make sure that they learn the necessary vocabulary to write about their topic
- remember that the rubric requires reference to only two of the works. Writing about all three may lead to a lack of depth
- try to demonstrate their knowledge of underlying themes, and mention comparisons and links between the two works
- proofread carefully after writing, paying special attention to verb forms and agreements.

Part II: Literary Texts

In context questions candidates should:

- make sure they analyse the extract, showing how its content is related to the rest of the work
- avoid using the passage as a springboard for a general essay
- be careful to analyse, rather than re-tell the story of the extract.

General comments

Most candidates' responses were at least satisfactory, and quite a few were of an impressively high quality. The best candidates appeared to have studied their chosen works in great detail, and a number of answers showed evidence of extensive background reading. The degree to which candidates were able to select appropriate material from their stock of knowledge and adapt this to the question they had chosen to answer varied quite a lot. On the whole, most candidates were able to do this with some success. The best answers showed a clear ability to exclude irrelevant information which, though interesting and accurate, did not add weight to the argument. Some answers would have benefitted from more basic information about the characters being discussed, the locations of scenes within the time-frame of the films, the location of the commentary passages within the works, reference to the main events of the work in relation to the individual question and the historical and temporal contexts of the works in general. Many essays in both sections of the paper contained pertinent quotations which supported the points being made. Some candidates would have gained higher marks had they been able to quote accurately in Russian and integrate the quotations

selected into their own discourse. It should be noted that all quotations from films or texts in both sections of the paper are only valid as quotations if in Russian. If possible, candidates should refer to where in the work their quotations come from as even a vague reference gives more force to their argument. The language of the answers in both English and Russian varied from outstanding to satisfactory. The knowledge and use of appropriate literary critical language varied, but most were able to use basic terms appropriately. Not all candidates appeared to have written a plan, but organisation of material was generally sound. Those who did write a plan were usually better able to organise material for their answer in a successful way. A minority of candidates simply repeated in their conclusion what they had written in their introduction.

Comments on specific questions

Part I: Cultural Topics

Question 1

- (a) This was the most popular question, and it provided a complete range of responses, the best of which discussed romantic, erotic, unrequited and familial love as experienced by relevant characters over the entire time-frames of the works. It was still possible to achieve good marks by discussing the love relationships of the main characters, however, but it was necessary to explain how love grows or declines within these relationships in the context of the works' main events. In the case of Leskov, the best answers made reference to the chain of murders or to how the relationship between Katerina and Sergey changes after each. In the case of Turgenev, stronger candidates discussed all three characters in the love triangle and analysed the unsatisfactory marriage of Petr Vasil'evich and his wife and their somewhat distant relationship with their son and even the manipulative relationship of Zinaida with her suitors. In the case of the film, most answers covered well the relationship between Elena and her husband, but less so the relationships between parents and children. Elena's motivation for murdering her husband was often misunderstood or omitted.
- (b) This question was a popular choice. Some candidates provided a good discussion about inequality between men and women in relation to the tragic outcomes of each of the works, and the best candidates explored all the events which befall Katerina, Zinaida and Elena respectively. In weaker responses there was not coverage of the whole story of the main characters, which distorted the evidence. When discussing Leskov, candidates needed to include explanation of the relationship between Katerina and Sergey and how the power balance between them changes as the story develops, especially after they are convicted and sentenced. In the case of the Turgenev text, the tragic deaths of Zinaida and her lover should be included. In the film, good responses included an explanation that Elena murders her husband because of the terms of the will he is writing. This provides clear evidence of her unequal status in that marriage.

Question 2

- (a) There were a few answers to this question. The best answers picked out the most obvious problems experienced by the young people of their chosen works. All candidates discussed at least some of their difficulties and hardships. There were some good comparisons of the difficulties in the lives of Ol'ga and Vera, and the best answers covered a bigger range of characters and their problems from the two works selected.
- (b) There were too few answers to make a general comment.

Question 3

- (a) There were too few answers to make a general comment.
- (b) There were too few answers to make a general comment.

Question 4

- (a) This question was a popular choice. Many answers were of high quality, covering different combinations of selected works. It was important to describe the basic scenario in which the characters with problematic relationships with those in authority find themselves. Answers often dealt well with individual incidents and episodes, but not everyone related these to the overall plots. Most answers contained good to excellent use of quotation.

- (b) There were too few answers to make a general comment.

Question 5

- (a) There were too few answers to make a general comment.
(b) There were too few answers to make a general comment.

Part II: Literary Texts

Question 6

- (a) There were a few answers to this question. Some contained impressive insights about the episode, describing its significance to other parts of the text and commenting meaningfully on characters, themes, leitmotifs and individual words. Some candidates displayed an impressive knowledge of popular genres of the period and were able to use this knowledge to great effect in their answers.
- (b) This question was a very popular choice. Most of the answers identified some elements of the supernatural within the text, but sometimes some obvious scenes where supernatural events are described were missed. All answers displayed knowledge and understanding, and better answers focussed this on the question. Many essays contained impressive amounts of quotation.
- (c) Answers to this question varied in quality, but many were good or very good. The best candidates remembered, when assessing the characters, to take into account the behaviour of the Countess as a young woman and the ultimate fate of her ward, as described with irony in the Conclusion.

Question 7

- (a) There were too few answers to make a general comment.
- (b) This was a popular choice of question. Many candidates covered well the theme of corruption in the play. A few stronger candidates were able to refer to the word 'fundamentally' in the question, mentioning Gogol's satire of пошлость and the fact that most of the work is highly comic.
- (c) There were a few answers to this question. Some candidates were able to refer with commendable detail to isolated examples of lying, exaggerated claims and bribe-taking. Candidates needed to describe Khlestakov's unusual situation and the main events of the plot.

Question 8

- (a) There were too few answers to make a general comment.
(b) There were too few answers to make a general comment.
(c) There were too few answers to make a general comment.

Question 9

- (a) There were too few answers to make a general comment.
(b) There were too few answers to make a general comment.
(c) There were too few answers to make a general comment.

Question 10

- (a) There were too few answers to make a general comment
(b) There were too few answers to make a general comment.
(c) There were too few answers to make a general comment.

Question 11

- (a) There were too few answers to make a general comment.
- (b) There were too few answers to make a general comment.
- (c) There were a few answers to this question. The best referred to both the harrowing and the amusing aspects of the young man's life as a provincial doctor. All answers dealt well with his loneliness and isolation. The best answers provided a balanced discussion, illustrating the argument with pertinent examples from several stories and with appropriate quotation.

Question 12

- (a) There were too few answers to make a general comment.
- (b) There were too few answers to make a general comment.
- (c) There were too few answers to make a general comment.

Question 13

- (a) There were too few answers to make a general comment.
- (b) There were too few answers to make a general comment.
- (c) There were too few answers to make a general comment.