

RUSSIAN

<p>Paper 9782/01 Speaking</p>

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, most candidates were well prepared for their Speaking test. They used their preparation time effectively and were able to give a confident précis of the article in **Part 1** and demonstrated evidence of research in **Part 2**. When introducing the article candidates used a good variety of opening formulas, including phrases like «в статье речь идет о том, что...» and «в статье говорится, что ...». The best summaries lasted close to one minute and included the key details from the beginning, middle and end of the article. A small number of candidates summarised the text in only a cursory fashion, which was not a successful approach. The best candidates demonstrated that they could do more than list the facts presented in the article («В первом параграфе автор говорит... Во втором параграфе автор говорит...») and presented the main idea of the article. However, some candidates got somewhat bogged down trying to cite figures, especially those who chose Article 1.

Comments on specific questions

Part 1: Discussion of an article

There was a choice of 4 out of the available 6 cards on offer at any particular session.

Cards 1 (family), 2 (young people) and 5 (technological innovation) were easily the most popular cards this year.

Card 1 led to discussion of divorce and its impact on children, and different types of family.

Card 2 led to discussion of the sorts of problems faced by young people in the United Kingdom, such as the cost of education and housing.

Card 4 led to discussion of the police in the United Kingdom and elsewhere, and what constitutes suitable punishment for different categories of crime.

Card 5 led to discussion of the role of technology in modern life.

Only one candidate chose Card 6, which led to discussion of the role of the state in the provision of culture and information, the role of censorship and the impact the financial backs have on the cultural and informational input.

Card 3 was not chosen by any candidate.

The best candidates gave thoughtful answers to the questions asked and steered the discussion into new areas. A minority of candidates occasionally misunderstood the question and thus gave answers that were

irrelevant; candidates should be prepared to listen carefully to the questions and react to the actual question the Examiner poses. Candidates should be instructed to ask the Examiner to repeat the question if they have difficulty in hearing or understanding it.

In order to achieve the highest marks in the section 'Comprehension and Discussion' candidates are encouraged to introduce new ideas into the conversation and give their opinions readily. The best candidates steered the discussion, rather than leaving this solely to the Examiner, thus satisfying the requirement of '(showing) initiative in developing discussion'.

Part 2: Prepared Topic

In this Part, the most successful approach was to give a broad outline of the reasons why the candidate had chosen that particular topic which would then lead to the discussion of the suggested subheadings.

Candidates selected a wide range of interesting topics. Biographical topics were again popular, with figures from culture (Stravinsky, Rachmaninoff, etc.) and politics (Gorbachev, Khrushchev, etc.) especially favoured. Other successful topics included Lake Baikal, the 1812 Patriotic War and Turgenev's *Fathers and Sons*. Some candidates chose topics that were very large in scope and thus required substantial research. Such an approach is recommended for the most able candidates only, but if the candidates can cope with their chosen issue, this approach is rewarding as it demonstrates 'excellent understanding, illustration and opinion'.

As in previous years, a small number of candidates had committed a script to memory and were intent on delivering it. It is crucial for candidates to listen carefully to the Examiner's prompts and ensure that they supply a suitable response.

Whilst most candidates were well prepared, a few did not demonstrate sufficiently detailed knowledge of their sub-headings and were unable to deviate from a pre-learned script. Candidates should remember that, as with the first part of the paper, this section is also a discussion. It is therefore important to listen carefully to the question and avoid simply producing a pre-prepared response upon hearing a key word.

Candidates should have a sound factual knowledge of each of their sub-headings and remember that they will find it hard to score above 10 for factual knowledge and opinions if there are obvious gaps in their knowledge of their chosen topic. They should go beyond general broad statements. This was sometimes the case in the discussions of Russia's contemporary policy (the issues of the Crimea, the events in the Ukraine) or Moscow as a contemporary city, where the lack of research was obvious in the inability to develop the subheadings with examples. Less able candidates might be better advised to choose five sub-headings and know them thoroughly, rather than eight and know them only superficially.

A small number of prepared topic forms contained linguistic errors which made the sub-headings somewhat ambiguous; it was difficult for the Examiner to prepare for such topics.

Language

The standard of language was high. Most candidates demonstrated a good grasp of grammar and vocabulary. However, a surprising number of candidates confused это and есть, whilst mistakes with –овать, –авать and II conjugation verbs were also fairly common. Numerals continue to prove problematic, particularly when quoting statistics and stating years.

Candidates' pronunciation and intonation was usually good or very good, but practice of the correct stress would increase the mark for pronunciation and intonation.

Other areas to concentrate on in preparation include noun and adjective endings, agreement in case, number and gender and structures such as complex object («родители хотят, чтобы дети имели успех»). Generally the candidates demonstrated impressive command of Russian grammar, with broad and idiomatic vocabulary.

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<p>Paper 9782/02 Reading and Listening</p>
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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 text. Useful vocabulary can be found in Text 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

Text 1

This text was about a zoo in the Siberian city of Irkutsk.

Question 1

This question was well answered. Only a small number of candidates did not gain the mark because they lifted the answer directly from the text without any manipulation.

Question 2

Candidates needed to identify the relevant vocabulary in the text when answering.

Question 3

This question proved challenging for a number of candidates. A number focused on the kangaroo's long coat rather than the conditions which the zoo had created. Others did not manipulate the relevant vocabulary successfully.

Question 4

This was accessible to the majority of candidates.

Question 5

There were a number of valid responses to this question with pleasing manipulation of structures and vocabulary to gain the mark.

Question 6

Some candidates lost marks on this question as they thought that opening hours and lunchtimes had to be changed to cope with growing numbers, rather than the changes encouraging more visitors. Language was generally well manipulated.

Question 7

This proved a challenging question to many candidates, particularly Part **b**. A number of candidates did not attempt an answer, which is to be discouraged. Others did not know or were unable to guess the meaning of "брошенные."

Text 2

This text was about advertising and regulations attached to it.

Question 8

- (a) Most candidates understood that the "doctors" in the adverts were actually actors.
- (b) This was generally well answered, although a small number of candidates lacked clarity of expression in English and therefore lost marks.

Question 9

This was generally well answered.

Question 10

This question challenged a number of candidates, not necessarily because they did not understand the vocabulary, but because they failed to address how the law had changed and merely listed where it is forbidden to use children in advertising. Candidates are reminded to read each question carefully before formulating their answer.

Question 11

Almost all candidates understood that roadside advertisements could distract drivers and cause accidents. Fewer made mention that it was specifically adverts resembling road signs, as referred to in the text.

Question 12

Candidates should be reminded to take their answers from the information given in the text rather than use the question to assume a particular answer. Lack of detail from the text resulted in no marks being awarded.

Question 13

Again, many candidates made assumptions based on their general knowledge which were not supported in the text and could not be awarded a mark.

Text 3

This question was based on Text 2 (advertising).

Question 14

This proved to be a demanding task which elicited a wide range of marks. Candidates should be encouraged to attempt a response for each section and not leave blanks. There were a number of pleasing attempts and several instances of full marks.

The most challenging sections of the translation proved to be:

- везде
- с помощью (often rendered с помошью)
- по телевизору (often rendered на телевизоре)
- заставляют нас (also appeared in last year's translation)
- доверяют рекламе (verb and/or following case not known)
- нарушают ли компании (construction not know/incorrectly used)

There were a number of pleasing efforts to convey the correct meaning through alternative structures or vocabulary. For example:

- во всех местах (везде)
- верить в (доверять)
- на веб-сайтах (в интернете)

Text 4

This was about Best Young Entrepreneur of the Year.

Question 15

This was accessible to almost all candidates.

Question 16

A small number of candidates lost marks for saying she was the most successful young entrepreneur rather than the youngest successful entrepreneur.

Question 17

Candidates should pay careful attention to the wording of the question as a number focused on “её мама работала поваром в столовой” as the basis for their answer.

Question 18

The structure of the question would imply answers using verb infinitives. A number of candidates left them in the past tense. “Вести (финансы)” was not widely known.

Question 19

This question was well answered by nearly all candidates.

Question 20

The word “прибыль” was evidently not widely known as it was frequently misspelt.

Question 21

This question was often not known or misunderstood. Answers frequently contained no verb. “Making cakes” was the most popular answer with few candidates alluding to “обеда для иностранных делегации” or “горожан.”

Text 5

This was a text on environmental effects in Russia.

Question 22

A small number of candidates did not recognise reference to future springs and answered in the past (“весна не будет”)

Question 23

The majority of candidates recognised the use of a comparative ending on длиннее and холоднее. No marks could be awarded for “long and cold.”

Question 24

A pleasing number of candidates conveyed there was still snow almost everywhere.

Question 25

Unfortunately, some candidates confused двадцать for двенадцать.

Question 26

Most candidates answered that the wind direction changed. The best answers included the fact that it was now going from south to north.

Question 27

As in some earlier questions, a number of candidates guessed from what they knew about climate change generally to express answers which were not contained in the text. Exact answers were required, not “seaside resorts” for “Black Sea resorts”, “serious problems” rather than just “problems.” “В сельском хозяйстве” was not widely known.

Text 3

This was about the reasons for, and consequences of, the current generation of children reading less. Although challenging in parts, the majority of candidates gained at least 6 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. This year almost all candidates kept within the word limit.

The first bullet point, concerning the consequences of children reading less, was generally well answered in that most candidates understood such children might be unintelligent or uncultured. Fewer candidates stated that problems for society could be created.

For the second bullet point, many candidates understood that teaching materials might be inadequate and that there was a shortage of talented teaching staff but mentioned less frequently that children do not learn about books at school.

Bullet point three was well answered, with the majority of candidates understanding all required components, although the reference to parents not reading themselves and so not passing on the reading “bug” was sometimes too vague to be awarded the mark.

Bullet point four proved the most challenging. Some information given by candidates was rather vague and did not refer specifically to the text. Few candidates mentioned that virtual/computer games were competing with reading and text messaging was at times missed as the reason why children use simplified language. Candidates who went over the word limit lost marks from the fourth bullet point, which could not be marked in its entirety.

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<p>Paper 9782/03 Writing and Usage</p>
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Key messages

Part I Writing

When choosing a title in the examination, 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 what they think 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
- 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 this Part, 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

The majority of candidates this year had clearly been well-prepared for the examination. The paper is in two parts and lasts for 2 hours and 15 minutes in total. Candidates are advised to spend about 1 hour 30 minutes on Part I (Discursive Essay) and about 45 minutes on Part II (Usage). 40 marks are available for Part I, in which candidates write one essay of 250-350 words in Russian, and 20 marks for Part II in which candidates complete exercises which test their knowledge of Russian vocabulary and structure. All the candidates completed all sections of the paper, and all followed the instruction to write in dark blue or black ink.

Comments on specific questions

Part I: Discursive essay

Candidates write one essay from a choice of five titles. It is suggested that candidates write 250–350 words in Russian, but where candidates exceeded the upper limit the entire essay was assessed. It is unlikely that an essay shorter than 250 words will include sufficient content and range of vocabulary and structure to access the entire range of marks available. A maximum of 24 marks out of 40 are awarded for the accuracy and linguistic range of the essay, and a maximum of 16 marks out of 40 for the development and organisation of ideas.

The majority of candidates wrote a plan for the essay. 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 a small number of cases the presentation of the work was so messy as to make it difficult to read the work. All candidates would be well-advised to make sure that their work is completely legible.

“Accuracy and linguistic range” is assessed out of 24 marks and the essay does not have to be grammatically 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.

In order to be able to access the full range of marks available for this essay, candidates would be well-advised to choose a title about which they have clear ideas and views. They need to consider 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) This question was not often chosen, but the few candidates who chose it wrote well-argued responses, drawing a clear conclusion. Notable in the responses to this question were both the range of topic-specific vocabulary used and the facts used to back up the candidate’s arguments. Candidates were able to use appropriate specific vocabulary and knowledge of the topic to help them construct a clear and effective response to the question.
- (b) Relatively few candidates chose this question. Amongst those who chose it, opinion was divided as to whether to agree with the statement or not and the essays contained some original and thoughtful ideas. Candidates were able to use pertinent examples and draw on personal experience in order to back up their opinions and the best answers came to a clear and considered conclusion.
- (c) This was a popular question and candidates were able to draw on a wide range of vocabulary and ideas in order to write coherent answers. The area of health and lifestyle was clearly one about which candidates were well-informed, and candidates included a range of different topics, such as the influence of new technology, to add weight to their argument. The majority of candidates agreed with the statement and talked about the wider implications of a lack of sport in people’s lives.

- (d) Few candidates chose this question and those who did were able to construct logical, well-ordered answers. The majority agreed with the statement, using a range of ideas to support their argument, such as the effect of the image of models and beauty in magazines on the health of young people, or the way advertising encourages young people to feel that they have to have the latest technology. Candidates drew on personal experience and were generally able to use a wide range of appropriate vocabulary in their responses.
- (e) This question was a popular one and many of those who answered it drew on knowledge of current affairs in order to answer it. Opinion was divided as to whether the statement was true or not. Nearly all the candidates who chose this option picked up on the need to discuss whether immigration was the most serious problem in the world, comparing it with other world issues such as terrorism or environmental matters. It was a topic about which candidates clearly had both a good deal of opinion and a good deal to say, both in favour of and against the statement.

Part II: Usage

Exercise 1 Questions 2–6

The five questions in this section test the candidates' knowledge of verb conjugations. Any acceptable correct version of the verb given in brackets in the context of the given 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. A surprising number of candidates were not able to conjugate «петь» (**Question 3**), but the majority coped well with **Questions 2** and **5**. **Questions 4** and **6** proved to be good discriminators between candidates who knew the conjugations of these common verbs well and those whose knowledge was more insecure.

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.

Exercise 3 Questions 12–32

As has been the case in previous examinations, many candidates scored full marks or almost full marks for Exercise 3. The most challenging questions proved to be **Questions 19** and **24**. In preparing for this type of test, candidates should revise thoroughly both 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, pronouns and verbs to complete the sentences.

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<p>Paper 9782/04 Topics and Texts</p>

Key messages

In both Parts, 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 when preparing for this Part
- 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
- proof-read 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

Paper 4 is divided into two sections carrying equal marks. Part I requires an answer for each question of between 250 and 400 words in Russian. 20 marks are available for content while 10 are available for language. Part II requires an answer for each question of between 450 and 600 words in English. 25 marks are available for content while 5 are available for structure.

Though there were natural differences in the level to which candidates had prepared for this paper, generally speaking, the standard of content knowledge in the answers was impressively high. Many 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. On the whole, most candidates were able to do this with at least a reasonable amount of 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 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. 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 use of appropriate literary critical language was more evident this year, though a small minority of candidates used basic concepts such as роман and повесть in a haphazard way. Those unsure as to the nature of the genre they are discussing could obviate the problem by simply using the word 'work' in English or Russian. Essays were generally reasonably long, thus allowing many candidates to access the higher range of marks. Not all candidates appeared to have written a plan, but organisation of material was generally sound. A minority of candidates simply repeated in their conclusion what they had written in their introduction. Poor handwriting remains an obstacle to clarity in a minority of cases. Abbreviated English forms such as 'shouldn't or 'can't' should be avoided.

Comments on specific questions

Part I: Cultural Topics

Question 1

- A There were too few answers to make a general comment.
- B There were too few answers to make a general comment.

Question 2

- A There were too few answers to make a general comment.
- B There were too few answers to make a general comment.

Question 3

- A This question attracted a small number of answers. All candidates were able to identify appropriate scenes, but tended not to provide enough detailed information about where these scenes come in the films, their general significance, and more importantly, the characters involved in them.
- B This was a popular question whose answers demonstrated a range of achievement. As with the answers to 3A, some answers to this question would have benefitted from more facts about the characters and a basic description of where in the film the episodes discussed come from. The best candidates referred to how the film-makers manipulate the viewer into seeing characters as victims or otherwise by means of cinematographic techniques and the use of symbolism.

Question 4

- A This was a popular question which produced a range of achievement. The vast majority of answers demonstrated solid knowledge about the works selected for discussion. Most answers concentrated on some of the following: the roles of women in society, the nature of relationships between men and women, theoretical equality and practical inequality, family life and the problem of loneliness. While the majority of essays contained excellent discussion and detail about a small number of aspects of Soviet society, passing reference to other aspects clearly present in the works could have been made, even if these were not then discussed in detail in the answer. Many answers demonstrated excellent use of quotation.
- B There were too few answers to make a general comment.

Question 5

- A** There were a few answers to this question. These reflected a range of ability and achievement as well as differing opinions as to which characters had the hardest problems to deal with and who dealt most impressively with them. All answers showed at least a basic knowledge of the selected works, though some could have been far more detailed.
- B** This was a popular question which produced a variety of levels of achievement in the answers. Among the problems identified were: corruption, mistrust, miscommunication, differences in morality between generations and social groups, the importance of money in society to different types of people and its destructive effect on some individuals as well as the need for social cohesion. Surprisingly, there was little comment about the more obvious problems depicted in the films such as the poor conditions in orphanages and the army.

Part II: Literary Texts

Question 6

- A** There were a few answers to this question. Most would have benefitted from more analysis and less retelling of the plot of the work. It should be noted that simple translation of the extract should not feature in a commentary, though discussion of the significance and use of specific vocabulary and phrases could well attract a significant amount of marks. Some of the answers to this question were hampered by poor English.
- B** This question attracted a sizable number of answers. The best ones discussed several potential meanings of the story before settling on the one thought to be the most convincing. Some candidates focussed on one meaning, supporting this with appropriate and accurate quotation, and this was also an successful way of answering the question. Some candidates were less successful in their approach because although they could pick out some details relating to potential meanings, they were unable to stitch their points together to make a coherent argument which followed through to a logical conclusion.
- C** This question attracted a sizable number of answers, most of which included an accurate and impressive definition of *skaz*, though not all candidates were able to produce accurate examples of specific feature of this narrative technique. Answers to this question reflected a wide range of ability and achievement. Some candidates offered alternative foci of interest for the story, such as social criticism or a religious interpretation, but with various degrees of success. Unfortunately, some forgot to discuss the *skaz* narrator for enough of their essay to make a convincing case.

Question 7

- A** There were too few answers to make a general comment.
- B** There were a few answers to this question. Most of these displayed impressive textual knowledge and powers of argument. Candidates successfully described the structure of the novel and convincingly demonstrated how this brings about a gradual revelation of Pechorin's character through a prism of narrators. Other potential aspects of interest were not mentioned, however. A minority of answers lacked adequate specific detail.
- C** There were too few answers to make a general comment.

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 too few answers to make a general comment.

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.