

**Leaving Certificate Examination — Russian Higher Level - Marking scheme - 2004**

**Quality of English:** The quality of the English will only be an assessment factor insofar as it impedes communication.

**Waivers:** Candidates presenting for examination with the aid of a scribe or tape-recorder, and other candidates who have been granted an exemption ('waiver') in accordance with Circular S70/00 will have all parts of their examination answers in Russian assessed except spelling.

**Marking:** All scripts should be marked in red pen.

- Allocate a mark to every question/section of question, even if it is a mark of 0. Write mark above the material. In the right-hand margin total the marks for each question/sub-question and underline.
- Correct all material. Where more material is supplied than is required, allocate a mark to that material and supply the mark in square brackets: [mark]. Do not include these marks in your totting up of that question.
- Write the total number of marks obtained on page 1 at the bottom of the page in round brackets. Thereafter, keep a running total at bottom of page in round brackets.
- Total each question (Q.1., Q.2., Q.3.) as you go along and circle those marks at top of page where the Q begins.
- Transfer Q. marks onto the spread sheet.
- Double check final total by comparing final tot (bottom of page) with total of marks for each Q (top of page).

Decoding the marking scheme:

- Stroke [/] indicates alternatives, any one of which will do.
- Round brackets () enclose information which is valid but not essential for marks

<b>Section 1: Comprehension</b>	<b>120</b>
<b>Q.1. Comprehension 1</b>	<b>50 marks</b>
i-vi Comprehension 34	
vii Cultural awareness 12	
viii Language awareness 4	
<b>Q.2. Comprehension 2</b>	<b>50 marks</b>
i-v Comprehension 32	
vi. Cultural awareness 18	
<b>Q.3. Structuring extended discourse</b>	<b>20 marks</b>

<b>Section 2 - Grammar, language use and guided writing</b>	<b>100</b>
Q.1.	<b>30 marks</b>
1. 15	
2. 15	
Q.2 Short essay	<b>30 marks</b>
content 10	
language/expression 20	
Q.3 Guided writing	<b>40 marks</b>
Communication + content 15	
Language + expression 15	
Textual coherence 10	

**Language of answers:** Candidates who respond in the wrong language are penalised.

Section I: Comprehension

Q.1. + Q.2 Answers to comprehension questions in Russian: Mark as per marking scheme and divide by 2.

[NB Q.1.vii and Q.2.vi. may be answered in either Russian or English]

Where the answer is half-English and half-Russian: award marks as per scheme for English-language section(s) and award half marks for Russian-language section(s).

Section II: Grammar, Language Use and Guided Writing

Q.2 + 3 Answers in English: no marks

Listening Comprehension: All sections

Answers in Russian: no penalty.

**SECTION I: COMPREHENSION**

**(120 Marks)**

*Accept answers to questions which supply evidence from sections not referred to in the question. Where a candidate uses the same information in response to two or more questions, mark both answers and accept the one which gives the candidate the most marks. Put square brackets around the other answer to indicate that it is duplicating material for which marks have been awarded.*

Q. 1 Comprehension 1

(50 marks)

**i. Supply two reasons why Sophia Petrovna needed to find work. (Section 1)**

**(6)**

her husband + had died + she = sole breadwinner/needed money 3  
 she was widowed/widow 2  
 she had to support herself 1

(b) *three of:* her son/Kolya + wouldn't be earning + for a long time + father wanted him to go to university 3  
 her son/Kolya + would be going to College + soon/when he had finished school 3  
 her son/Kolya + needed to go to university + before starting work 3  
 her son/Kolya + was still at school/ in full-time education 2  
 She was left alone with her son/She had to support her son/child 2  
 She wanted to give a good education to her son Kolya 2  
 To support her children 1

**ii. What two factors made it possible for her to obtain a good qualification? (Section 1)**

**(6)**

(a) she found + typing + easy 3  
 for her + typing + was easy/came easily 3  
 she had no difficulty + learning how to + type 3  
 she soon + mastered + the typewriter 3  
 she was given a typewriter 1

*Accept IT for typing*

(b) she was (much) better educated/more literate (2) + than younger women (1) 3  
 she was (much) better educated/more literate (2) + than today's young women (1) 3  
 she read and wrote more correctly/with fewer mistakes (2) + than other/ younger women(1) 3  
 she was cleverer [award mark for comparative form] (1) than others (1) 2  
 she was educated/literate/ she could write without mistakes 1  
 she was (much) more ... than ... 1  
 NO MARKS: she was clever, smart 0

(c) information inferred from another section — but do not mark same material twice max. 3

**iii. Give details of two negative aspects of her working life? (Section 2)**

**(6)**

<i>6 details from any of the following:</i>	<i>3 x 2</i>
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(a) in mornings + wake/ get up + in cold + by electric light/when it's dark outside  
 (b) it was cold/chilly + waiting for tram + in crowd of dopy/half-sleeping/not yet awake + gloomy people  
 (c) by end of (working) day/at work + head ache + from noise/tapping + of typewriters

**iv. If you were to write a reference for Sophia Petrovna, what three qualities would you particularly stress? Supply evidence of each quality with detailed reference to the text. (Section 2)**

**(9)**

<i>1 mark for a quality + 2 marks for evidence of that quality (one piece of evidence is enough, unless incomplete/unclear)</i>	<i>3 x 3</i>
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*Award marks for evidence of a quality no matter where it occurs in the answer.  
 If a correct quality is named/identified, but no evidence is supplied (such as: "She does not seem like a modern woman") award a maximum of 1 mark.*

(a) thoroughness/ reliability: appointed senior typist/secretary/head of typing pool  
 (b) organisational skills: efficient + allocates assignments/assigning tasks + counts lines/pages + collates pages  
 (c) good interface with public/clients: professional dealings with callers + does the business and no more + takes commission and does not enter into unnecessary chatter  
 (d) reliability re time management/meeting deadlines: determines how long task will take + can be relied on to have it right  
 (e) understands the needs of the job: assigns tasks to those best suited to them  
 (f) good line manager: knows her staff well + manages to get the best from them  
 (g) commitment/engagement: couldn't imagine life without work  
 (h) quality of work: quality of qualification + literacy skills: above average  
 (i) good people skills: she enjoyed spending time with and getting to know her colleagues

- v. What aspect of her work particularly appealed to her? (Section 3) (3)**
- EITHER: she often has occasion to (be the first to) read (2) + new works of (Soviet) literature (1) 3
- OR: she was flattered + to be making a significant contribution + to society 3
- OR: she felt + she was making a significant contribution/the importance of her work 2

*Reference to her previous dream of having a sewing workshop is OK only if its relevance is extrapolated, i.e. "She had always/long dreamed of having responsibility/ of being in charge of a people/... and now this dream had come true"*

- vi. What factors determined Sophia Petrovna's response to her colleagues? (Section 4) (4)**
- (certain) qualities (in colleagues) + organisation/ tidiness/ neatness/ exactness + literacy/ education + painstaking 4
- (certain) qualities (in colleagues) + attitude to work/care taken with work + educational level + general behaviour 4
- good relations [chats during break] + with those who are painstaking + literate/can spell/write correct Russian 2
- looks down on/severe with/haughty/treats with disdain + those who cannot spell + those who smoke + those who chat at work 2
- (desire) to be firm/strict + but fair/objective 2

**vii. Cultural awareness**

**In what historic period is this text set? Support your answer with at least three pieces of evidence from the text.(12)**

Period	3
Evidence	3 x 3

Period: Soviet period, any time between 1917 and 1991 (2) + pre-war/30s (1)

*Evidence: 3 marks for discussion of each piece of evidence*

She was born, brought up + young adult in pre-revolutionary Russia:

Interpretation/discussion of textual reference (3) Detailed reference to text (1) in English or Russian

pre-revolutionary realia within Sophia's living memory старое время

educated pre-revolution: name/type of school любила ходить в гимназию

pre-revolutionary single-sexed educational system классная дама

maid who used to work for herself and her husband

dream of youth = pre-industrial мечтала о собственной швейной мастерской

19<sup>th</sup>-20<sup>th</sup> century/pre-computer age курсы машинописи

narrative takes place in early Soviet period

post-revolutionary: name of city в одном из крупных **ленинградских**

издательств

after electrification при электрическом свете

Soviet literary tradition = early socialist realism о боях, о тракторах, о заводских цехах

Focus on public at expense of private

и очень мало о любви

Communist era

women in the work place/women as independent economic entity

**viii. Language awareness.**

*Do not penalise if appropriate words are selected from sections other than section 1.*

*Do not award marks for words which are placed on the wrong line.*

**In Section 1 find an example of each of the following:**

**(4)**

- |                       |                               |
|-----------------------|-------------------------------|
| (a)                   | a gerund (деепричастие) 1     |
| (b)                   | a subordinating conjunction 1 |
| (подчинительный союз) | 1                             |
| (c)                   | an adverb (наречие) 1         |
| (d)                   | a preposition (предлог) 1     |

**Q. 2 Comprehension and summary**

**(50 marks)**

*Where there is a two-part question candidates MUST answer both parts, though not necessarily in the same detail. Where a candidate fails to answer one of the parts, the maximum mark they may achieve is 5.*

*Comprehension (5 x 6) + 2 BONUS marks A discretionary bonus mark may be awarded in each section and two discretionary bonus marks are awarded for this question as a whole. These marks reward candidates who supply additional information, who demonstrate evidence of excellent comprehension or good summary-writing skills. Bonus marks are withheld when the candidate shows global understanding but makes errors in/ omits the detail.* 32

**i. List five details from Vysotsky's early life. (Section 1)**

**6**

- born in Moscow
- evacuated to Urals (during war)

3. evacuated with da to Germany after war
4. settles в Большом Каретном переулке on returning from Germany
5. didn't always know what he wanted to be/that he wanted to be actor
6. enters engineering institute ("College" on finishing school
7. gives up engineering institute after half year

**ii. Summarise the information given about Vysotsky's early years as a songwriter (maximum mark 4 + bonus). What marked the turning point in his career? (maximum mark 4 + bonus) (Section 2) 6**

1. interest in song-writing inspired/influenced by Okudjava's work/ V considered Okudjava to be his teacher
2. began writing songs in 60s
3. early songs written in the style of «дворовой романтики»
4. he didn't take early songs seriously
5. nobody took early songs seriously

+ turning point

6. in 1965 + wrote «The submarine» + considered (by Kokhanovsky) + a hit/his first big hit/the end of his apprenticeship/the beginning of his serious career as singer-songwriter

**iii. Describe Vysotsky's relationship with Yuriy Liubimov, the Director of the Taganka Theatre. 6**

1. 1<sup>st</sup> meeting c. 1965: Vysotsky came to the theatre for an interview/audition with Liubimov / 1<sup>st</sup> meeting c. 1965: Vysotsky was young actor
2. Vysotsky asked to read, but offered to sing his own compositions
3. Liubimov agreed to listen to ONE song + listened for an hour and a half
4. When Liubimov heard his songs he knew he had talent
5. 1st meeting = beginning of life-long career
6. Vysotsky was directed by Liubimov in many roles + such as [2 of] Hamlet, Galileo, Pugachev, Svidrigailov
7. Liubimov stages Vysotsky's last performance/farewell to audience (do not accept festival)
8. relations between the two men were excellent

**iv. In what ways did Vysotsky's wife try to help and support him? (Section 4) 6**

1. helped him/stood by him/supportive of him/cared for him
2. for 12 years
3. tried to slow down his hectic life style
4. brought him tea (at night as he wrote lyrics)
5. sat with him late (into night/early morning)
6. listened to him reading the verses he had written that night

**v. How did the public respond to Vysotsky's work? (maximum mark 4 + bonus) And to his death? (maximum mark 4 + bonus) (Section 5) 6**

1. everybody adored/liked/loved his songs
2. everyone thought he was one of them/knew their life/was writing about them
3. EITHER TWO OF: recruits, criminals, sailors, climbers, long-distance hauliers, sport, Chinese (if cohesive device used, such as «for example» award full mark for only ONE)
4. songs can be grouped according to poetic voice/central persona/

+ death

5. his death was considered a tragedy/everyone mourned him
6. all Moscow appeared to attend funeral + although it wasn't officially announced
7. nobody returned ticket for the theatre for performance that evening
8. all saved tickets for performance that evening as relics

*Do not forget to assign up to TWO bonus marks for additional information/evidence of excellent comprehension/good summary –writing skills*

**vi. Cultural awareness 18**

i. 6 marks per answer x 3

Mark	Cultural awareness
6	Excellent knowledge and understanding. Wholly relevant and clear-sighted.
4-5	Good knowledge and understanding. Answer mostly relevant, but some lack of clarity.
3	Some knowledge and understanding. Digressive or muddled.
1-2	Minimal knowledge and understanding. Mostly irrelevant and/or confused.
0	Completely irrelevant

**Q. 3 Structuring extended discourse**

**(20 marks)**

Deduct 2 marks for each incorrect answer

**Answers**

- "Алтын-толобас".	4
- Конечно, это для меня рискованное предприятие.	3
- Может быть, напишу еще одну пьесу. А может быть, придумаю компьютерную игру, какую-нибудь "бродилку".	9
- Не хотел отвлекаться. Во-первых, я писал новый роман, во-вторых, сценарий фильма.	1
- Нет, это первый роман в третьей серии романов Бориса Акунина, которая будет называться "Приключения магистра". Действие новой серии происходит в наши дни, так что теперь каждый читатель может сопоставить свои ощущения от современности с моими.	2
- Осенью. А закончится, вероятно, в будущем году. Если результат окажется хорошим, то будет продолжение.	8
- От романов о Фандорине я пока хочу отдохнуть. К тому же, как я уже говорил, я только что закончил работу над сценарием, и он именно о Фандорине. Я подписал договор с ОРТ о съемках четырехсерийного телефильма по первому роману о Фандорине "Азазель".	6
- Потому что ОРТ согласилось на мои условия, а они были очень жесткими. Во-первых, я требовал много денег (не для себя - для фильма). Во-вторых, я сам пишу сценарий, и без моего согласия в него не могут быть внесены никакие исправления. В-третьих, я сам выбираю режиссера и исполнителя главной роли.	7
- Это такое слово, в котором ключ к разгадке романа. "Алтын-толобас" по жанру не столько детектив, сколько роман с тайной. Роман уже в типографии. Питерское издательство "Нева" выпустит его в свет к Московской книжной ярмарке, в начале сентября.	5

**Section II — GRAMMAR, LANGUAGE USE AND GUIDED WRITING**

**(100 Marks)**

**Q. 1 (a) Put the words in brackets into the correct form. All adjectives, nouns and pronouns are supplied in the nominative form of the appropriate number. (15 marks)**

Deduct one mark for each error (The ending must be spelt correctly)

15 x 1

- |  |                              |  |
|--|------------------------------|--|
| 1. + 2. всей семьей                        | 9. у которых                 |  |
| 3. дочки (1/2 mark for дочки)              | 10. между                    |  |
| 4. сына                                    | классами                     |  |
| 5. о детишках (1/2 mark for о детях)       | 11. участником               |  |
| 6. тортами                                 | 12. + 13.                    |  |
| 7. пирожными                               | специальную программу        |  |
| 8. в двух минутах (1/2 mark for each form) | 14. + 15 на английском языке |  |

**Q. 1 (b) Insert the following verbs in the spaces provided. The verbs are all supplied in the appropriate form. (15 marks)**

One and a half marks per correct form	10 x 1.5
grammatically correct but semantically inappropriate / implausible	1
semantically plausible but grammatically incorrect	1

- |             |                  |
|-------------|------------------|
| 1. спросили | 6. делаешь       |
| 2. слушай   | 7. кладу         |
| 3. можешь   | 8. накапливается |
| 4. выпью    | 9. вынимает      |
| 5. дает     | 10. покупает     |

Q. 2 Write a short essay (50 words) on ONE of the following.

(30 marks)

1. content	10
2. language/expression	20

Mark content and language/expression separately

**1. Communication/content (C)**

Award **content** marks first (ex 10). No marks are awarded for irrelevant information/content: use square brackets to bracket off irrelevant material [ ... ]; exclude when judging the expression mark. \*Answers which are completely irrelevant or contain no rewardable material for content will be awarded no marks for language.

**2. Expression (E):** Take a global view of the language use (**E = Expression**) to locate the candidate's work in the most appropriate category. If the content mark is **5** or less, or the question is too short (less than 40 words), mark expression out of **14** and write 'lower E' to indicate this.

Put square box around repeated errors, do not re-penalise.

Use wavy line for spelling mistakes and errors of vocabulary.

Underline serious mistakes.

Penalise students who randomly use/fail to use soft signs in present tense forms or infinitives (- 2).

Mark	Content	Mark	Language: lexis, accuracy, fluency
9-10	Excellent response. Extremely clear and effective organisation of ideas.	18-20 (12-14)	Rich and complex language, employing a wide range of appropriate lexis. Tone and register wholly suited to chosen task. Almost flawless in terms of accuracy. Fluent, showing a high degree of sophistication in the manipulation of the structures of the language.
7-8	Very good response; clear-thinking. Answer well organised and developed.	14-17 (10-11)	Uses a good range of appropriate lexis, with minor lexical errors only. Tone and register usually suited to task. A few errors, mostly of a minor nature. Successful manipulation of the language. Adventurous use of complex structures, with the occasional lapse.
5-6	Sound response. Organisation and development defective in places. Meets length criteria + no irrelevant points but lacking in coherence/cohesion.	10-13 (7-9)	Uses an adequate but predictable range of lexis. A number of significant lexical errors. A number of major grammatical errors made, without impairing communication significantly. Satisfactory to good manipulation of the language. Attempts to handle complex structures not always successful. OR Very fluent, high degree of lexical, syntactic and idiomatic variety but serious problems with basic accuracy (spelling, word boundaries + inflectional morphology).
3-4	A number of relevant points made. Frequent defects in organisation and development.	6-9 (4-6)	Some basic knowledge of lexis but lacks variety. Lexis often inappropriate with frequent anglicisms and wrong words. Communication often impaired by basic error eg. agreements, verb forms. Limited ability to manipulate language; mainly simple 'translated' language, which impedes communication.
1-2	Answer largely irrelevant and disorganised.	1-5 (1-3)	Very limited knowledge and range of lexis. Very basic, inappropriate or wrong words. Many anglicisms. Accuracy only in the simplest forms. A high incidence of basic error. Very little ability to manipulate language.
0	No rewardable material*.	0	Knowledge and range so limited that no mark can be awarded

Add the marks for communication/content (C) and expression (E/ lower E) to give the total marks for the question.

C = ...
E/ lower E = ...
Total = ...

Q. 3 Guided writing

(40 marks)

<i>Mark Communication/content (C), expression (E) and textual coherence (TC) separately.</i>	
<i>Communication + content</i>	<i>15</i>
<i>Language + expression</i>	<i>15</i>
<i>Textual coherence</i>	<i>10</i>

If a candidate answers BOTH Questions, mark BOTH and take the best mark. Only if a candidate obtains full marks on the first questions the examiner is not required to mark the second one.

**1. Communication/content (C)**

Award **content** marks first (ex 15). Use the letters (A - J) when showing individual content points; at the end of the exercise display total content points (C = ...). No marks are awarded for additional information/content: use square brackets to bracket off irrelevant material [ ... ]; exclude when judging the expression mark.

1. LETTER WRITING

- A. Opening 1
- B. thank your friend for having gone to so much trouble 1
- C. suggest which place to go to 2
- D. explain why you think it would be the best place to meet 2
- E. suggest when it would be convenient for everyone to meet up 1
- F. suggest where it would be convenient for everyone to meet up 1
- G. suggest who else you might invite along 2
- H. undertake to contact some of those people 2
- I. ask your friend to invite the others 2
- J. Signing off 1

**2. WRITING A PORTRAIT**

- A. — J Ten categories 1.5 per category

**2. Expression (E):** Take a global view of the language use (**E = Expression**) to locate the candidate’s work in the most appropriate category. If the content mark is 7 or less, or the question is too short (less than 60 words), mark expression out of 10 and write ‘lower E’ to indicate this.

Put square box around repeated errors, do not re-penalise.

Use wavy line for spelling mistakes and errors of vocabulary.

Underline serious mistakes.

Penalise students who randomly use/fail to use soft sign in present tense forms or infinitives (– 2).

Lower E Ex 10	E Ex 15	Expression
7-10	11-15	<b>Vocabulary</b> use good – rich, idiomatic and appropriate. <b>Spelling</b> mistakes rare, <b>grammar</b> generally correct: Good level of accuracy in verb endings, agreements; correct use of tense...
4-6	6-10	<b>Vocabulary</b> use quite good – generally adequate and appropriate, with perhaps some Russian idiom. Not too many <b>spelling</b> mistakes. Few serious/frequent minor <b>grammar</b> errors: verb forms, tense, agreements, endings correct more often than not, especially at the upper end of the category. OR Very fluent, high degree of lexical, syntactic and idiomatic variety but serious problems with basic accuracy (spelling, word boundaries + inflectional morphology).
0 – 3	0 – 5	<b>Vocabulary</b> very inadequate, possibly with English words and interference from English syntax. Many <b>spelling</b> mistakes, serious <b>grammar</b> errors: verb forms generally incorrect, tense inconsistent, inappropriate; few correct agreements.

**3. Textual coherence:** Take a global view of the textual coherence/cohesion (**TC**) to locate the candidate’s work in the most appropriate category.

Mark	Textual coherence
9-10	Excellent organisation. A high degree of coherence throughout. Very skilful handling of the stimulus material.
7-8	Material generally developed within a carefully planned framework. Generally well constructed but lacking coherence in places. Good use of stimulus material.
5-6	Satisfactory organisation of material. Development of ideas patchy and/or unambitious. Rambling and/or repetitive at times. Competent use of stimulus material.
3-4	Limited ability to organise material and develop ideas. Structure lacks coherence. Poor use of stimulus material.
1-2	Very limited ability to organise material and develop ideas. Structure almost wholly lacking in coherence. Poor-no use of stimulus material.
0	So ill-organised and lacking coherence that no credit can be given.

Add the marks for communication/content (C), expression (E/ lower E) and textual coherence (TC) to give the total marks for the question.

C = ...
E = ...
TC = ...
Total = ...