



Coimisiún na Scrúduithe Stáit
State Examinations Commission

LEAVING CERTIFICATE EXAMINATION 2005

RUSSIAN

HIGHER LEVEL

220 MARKS

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.

Language issues

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

Language of answer: If an answer is supplied in the wrong language:

When it should be English: Where English-language answers include elements in Russian or are entirely written in Russian, award half the possible marks.

When it should be Russian award NO marks

- The examiner should not have to second guess what the candidate is thinking. Where the examiner has difficulty deciding what the English means, do not award marks.
- Don't forget to comment in your examiner's report at the end of the marking about problems with the quality of English impeding comprehension (if that is the case in a significant number of scripts)

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, e.g (27 + 12 = 39).
- 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).
- Don't forget to draw up list of things worth commenting on in your reports: if there were sections which were universally poorly/well answered, if some questions were badly set/conceived.
- Material that is crossed out: if correct/relevant assign a mark.

Decoding the marking scheme:

- Stroke [/] indicates alternatives, any one of which will do.
- Plus sign [+] is used to separate concepts/ideas within an answer; each element in a series ... + ... + ... + is awardable a mark up to the maximum indicated for the question
- Round brackets () enclose information which is valid but not essential for marks

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.*

- Where an element of an answer is inferred but not stated, do not award marks for that element.
- Where a candidate conflates two ideas/concepts into one [brother + sister = siblings], thereby demonstrating good synthesising skills, award marks for both concepts.

Q.1. Read the following text and answer the questions in English. (30 marks)

i Supply two details about Bulat Okudjava at the time of this story. (Section 1) **4 marks**

Two of the following details (2 marks per detail)

lived with aunt (and uncle) + in Tblisi/Georgia + was 12 years old + just before the war/was born in 1926 + wrote verses/poetry// thought he was a great poet + was adored/admired by uncle and aunt

following details (1 marks per detail): was a child + was/wanted to be a writer + was naive

ii What made Bulat decide to go to the Union of Writers? (Section 1) **6 marks**

Three of the following details (two marks per detail)

uncle (1) asked (1) + why he had no/not a single/not one book(s) + of verse (+ published) + realisation of injustice + when compared to Pushkin or anon/other writers + spurred him on/ galvininsed him/ made him determined + wanted to get book published + liked to write poems

uncle (1) suggested/advised/encouraged + book published + of verse **6 marks**
 Bulat was encouraged + by uncle's (and aunt's) remarks **4 marks**

iii Why were so few people in the office that day? (Section 2) **2 marks**

- a. Because of the (oppressive) heat **2 marks**
- b. it was summer **1 mark**

iv Why was the Secretary to the Union of Writers in the office that day? (Section 2)

- just/he had dropped in (2) + for some papers (2) **4 marks**
- pick up/collect/get/ he needed/ he had forgotten (2) + some papers (2) **4 marks**

v The Secretary to the Union of Writers rejected Bulat, but did not offend him. Give two details about how he did this. (Section 3)

8 marks

Four of the following details (two marks per detail)

- a. he smiled (2) + in a strange way (2) 4 marks
- b. he expressed enthusiasm at (2)/agreed with (1) + Bulat's suggestion/ Bulat's idea to publish (2) 3/4 marks
- c. he showed a desire to help BUT 4 marks
- d. he agreed to publish the book BUT 3 marks
- e. he expressed regret (2) + sorrow/sadness (2) 4 marks
- f. he explained that they would not be able to (2) + do anything/publish his work (2) 4 marks
- g. he explained that there was a shortage of paper/they were out of paper (2) + as an excuse for not publishing (2)
- h. he treated him with respect/kindness//he was polite (2) + he addressed him на вы (2) 4 marks
- i. he smiled (2) at first but then (2) expressed regret (2) 6 marks
- j. he made up an excuse (for not publishing) (2)
- k. instead of rejecting him /saying no (2)
- l. he showed him out (2)
- m. ... that's why he told him ... (2)

vi How did Bulat's uncle offer to help? (Section 4)

3 marks

One mark per detail:

He offered to find +

1.5 kg/perhaps even 2 kg of + paper

He offered

He could find

vii The narrator says that the Secretary to the Union of Writers was lucky not to be in work the next day. Why was he lucky? (Section 4)

3 marks

- a. he would have had to explain that + paper or no paper + he was not going to publish his poetry3 marks
the problem (with publishing) was not one of (a shortage of) paper 3 marks

- b. he would have had to disappoint
Bulat 3 marks
upset Bulat by rejecting him 3 marks
think up another excuse (OR publish) 3 marks
think another way to reject 3 marks
- c. Bulat would expect + them to agree to + publish his work 3 marks
- d. He would have no excuse to + refuse + publish his work 3 marks
- e. He would have to accept + as there was nothing he could reject + or complain about 3 marks
- f. He would have to work whole vacation + if Bulat came back with paper 2 marks
- g. Because he had lied + about the problem of the paper 2 marks
- h. The idea of publishing Bulat's book was + a non-runner 2 marks
- i. he would have had to talk to the boy/Bulat + again 2 marks
- j. Bulat would not be bothering him again 2 marks
- k. the situation would have been awkward/confusing/embarrassing 2 marks
- l. Bulat would be angry 1 mark
- m. it was summer/hot 1 mark
- n. the boy had paper 1 mark

viii **Language awareness.****8 marks**

One mark per correct word (which may be supplied in any form/case).

A half mark if the correct word is incorrectly spelt.

No marks for a word which is not in Section 1.

- | | | | |
|-------------|-------------|----------|--------------|
| (a) военный | война | (c) имя | безыменский |
| (b) хозяин | домохозяйка | (d) свет | просвещенная |

One mark per correct verb.

A half mark if the correct verb is incorrectly spelt or in the wrong aspect.

- | | | | | |
|-----|----------|-----|----------|-----------|
| (a) | вошел | (c) | садитесь | войти |
| (b) | улыбаясь | (d) | пишу | улыбаться |

ANSWER **EITHER** QUESTION **IX** **OR** QUESTION **X** BELOW**12 marks**

ixThis is a light-hearted and humorous text in which the author is amused by himself as a child. Supply and explain three examples of this from the text. Write 40-50 words.

2 marks for an example + 2 marks for explanation of that example

4 marks

Award marks for explanation of example no matter where it occurs in the answer.

If an example is named/identified/translated, but no explanation/discussion is supplied award a maximum of 2 marks.

If question is answered in Russian, do not penalise.

Title of text: Гений	Irony/Pokes fun at his naive confidence in his own ability/genius
Каждое стихотворение казалось мне замечательным.	
В поэзии они были не слишком сведущи, чтобы не сказать больше.	Use of irony/ saying the opposite to what one means/ combined with understatement (they were not too well versed = they were not at all well versed)
Но они очень меня любили и всякий раз, прослушав новое стихотворение, восторженно восклицали: «Гениально!»	The aunt and uncle's enthusiasm is more a reflection of their devotion/love than it is of the boy's talent. The child takes the praise at face value; the adult Bulat gently mocks the child, the adults and the situation.
У Пушкина сколько их было... и у Безыменского...	Neither child nor adults are aware of who anon. refers to. Neither child nor adults see the incongruity of comparing Bulat to Pushkin (or indeed anon.)
И это печальная несправедливость так меня взбудоражила, что я отправился в Союз писателей, на улицу Мачабели.	Adult Bulat amused at child's righteous indignation and unwavering belief in own talent leading to the blunder of his

	trip to Union of Writers (blunder: person makes a mistake which makes them look foolish).
и лишь один самый главный секретарь, на мое счастье, оказался в своем кабинете. ... И того, самого главного, секретаря тоже, на его счастье, не было.	Linguistic parallelism (на мое счастье ... на его счастье) used as structuring device to underscore the tone of the piece
Он стоял и какая-то странная улыбка кривила его лицо.	Description of facial expression + responses of Secretary reveal his amusement at his predicament but desire not to hurt the boy. He is finding it difficult not to let his reactions show + the boy is misreading his visible response
Но, видите ли, у нас трудности с этим... с бумагой... у нас кончилась бумага... ее, ну, просто нет... финита...	The white lie which he invents as he speaks. The hesitancy/break in syntax suggests that he has no idea how he is going to finish the sentence when he begins it. Then relief at having talked himself out of a pretty pass.
А-а-а, - протянул я, не очень понимая, - может быть, я посоветуюсь с дядей?	Naive confidence that the uncle will be able to sort this out as he presumably sorts out every other problem
А сколько же нужно этой бумаги? - по-деловому спросил дядя. - Килограмма полтора у меня найдется. Ну, может, два...	Uncle's naivety: he takes excuse at face value and, true to nephew's belief system, seems to think he'll be able to sort the problem
Collision/misunderstanding of two value systems: the boys + the uncle and aunts on the one hand and the adult Bulat, Secretary + readership on the other	

Comedy of situation: child in adult world

x Write short notes (20-25 words) in English or Russian on TWO of the following: Грузия, Булат Окуджава, русская поэзия, Великая Отечественная война, Союз писателей.

i. 6 marks per answer x 2

6 marks x 2 = 12

An answer which restricts itself to information supplied in the source text/does not demonstrate knowledge and understanding of the broader cultural, social or historic background of the text is awarded a maximum of 4 marks.

This is an exercise assessing cultural awareness – you can reasonably expect it to be relevant.

The fact that so little space was assigned for each answer is slightly problematic. Do not penalise if the space is filled but the word count is down.

Mark	Cultural awareness (<i>rule of thumb: 2 marks per relevant point</i>)
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. 2 Read the following interview and supply detailed answers to the questions in English. (50 marks)

Supply detailed answers to the following questions. Answers should summarise the relevant information contained within each of the four sections. Answer in English.

Where there is a two- or three-part question candidates *MUST* answer both/all 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 2) + 2 BONUS marks. Two discretionary bonus mark may be awarded in each section. 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 or where their answers contain the relevant information but lack coherence .

48 marks

1. Kenneth Pushkin was not interested in his famous Russian ancestor as a child. Supply three reasons for this. (Section 1) 10 + 2

2 marks for each detail: the family/he considered it/himself American // he didn't consider himself Russian (as evidenced by the fact that) + his name was English-sounding as opposed to Russian + he doesn't have a patronymic + nobody in his family spoke Russian + nobody in his family felt a link with Russia + nobody in his family had any contact with Russian culture + he grew up during the cold war/at a time when people viewed the Soviet Union with fear/suspicion/anxiety

1 mark for the following details: he was an American/lived in the USA + forgot his language

No marks for details not included in the source text.

2. How did Kenneth Pushkin's first two visits to Soviet territory come about? (Section 2) 10 + 2

2 marks for each detail: he used to (1974-1984) study North American Eskimos/Inuit + in his capacity as ethnographer + lived and hunted with them for months on end + happened to cross the border into Russia + accidentally + illegally + not noticed/undetected on either occasion + once in a hide boat/entered Russian sea space + while hunting for whale + once in a plane/flew into Russian air-space + in thick fog/bad weather + flying over Chukotka

3. How did Kenneth Pushkin come to feel part of the wider Pushkin family? (Section 3) 10 + 2

2 marks for each detail: met Admiral Alexander Sergeyevich Pushkin (in 1992 in Moscow apartment) + who welcomes him into Pushkin clan + treats him like long lost son + on basis of his looks + introduced him to many of his Pushkin relatives + Kenneth started touring/visiting Pushkin places +

Admiral asked him to take over his role as Head of Pushkin mission + in the year of Admiral's death (1997) founded Pushkin fund in US

4. Describe Kenneth Pushkin's taste in music. (Section 4) 10 + 2

2 marks for each detail: liking for jazz, blues and pop + has written c. 100 songs + sings/has recorded his own compositions + as therapy/ not on the market/ not on general release + singing Russian songs + settings of Russian verses + likes St Petersburg group + serious rock + doesn't like cheep pop + doesn't like Tatu + with a name like his has to maintain high aesthetic/musical standards

GIVE A BONUS OF 2 TO ALL CANIDATES

Q.3. Structuring extended discourse (20 marks)

2 marks for each correct answer: 9 x 2 = 18

1. Николай Михайлович, как же вы с четырьмя детьми справлялись?
2. Трудно, наверное, отцу четырех дочерей замуж выдать?
3. Ваши дочери всегда сами выбирали себе мужей?
4. А свою свадьбу помните?
5. Вы организовали в Думе футбольную команду, сами в ней активно играете. Спорт любите с детства?
6. А думская футбольная команда уже много матчей сыграла?
7. Как сибиряк, вы, наверное, на охоту любите ходить?
8. Кроме охоты, чем отвлекаетесь от политических баталий?
9. По родине в Москве скучаете?

Answers

- Конечно, сыграли ее 29 июля 1972 года, в этом году будет тридцать лет нашему с Ниной союзу.	4
- Физкультура и спорт у меня в крови. В юношеские годы я занялся боксом. После бокса я серьезно увлекся лыжами и в институте добился больших успехов в этом виде спорта. А еще я занимался биатлоном и футболом.	5
- Да, я в этом смысле человек демократичный.	3
- Да, причем один. Обычно моими трофеями становятся гуси, зайцы. На медведя никогда не ходил, потому что зимой свободное время трачу на лыжи.	7

- Думскую футбольную команду мы организовали в 1994 году. Тогда же провели первый футбольный турнир между фракциями.	6
- Что есть, то есть. И с годами все больше. Поэтому и в отпуск езжу только в Новосибирскую область. Вот теперь жду не дожусь лета, чтобы отправиться в родную деревню.	9
- Я сам воспитывался в семье, где было пятеро детей, поэтому считаю естественным, когда в семье много детворы.	1
- Жалко, особенно младшую. Она все-таки еще молодая, в мае исполнится 19 лет, учится в Университете информатики и статистики на отделении мировой экономики. Но пришел парень, зовут Саша, 23 года, и попросил руки. Я не посмел отказать.	2
- Люблю ходить в баню, делаю это каждую субботу. В Москве у меня есть друг, так езжу париться в его баньке в Заречье.	8

What is the source of this interview? Supply two details. Accept answers in any language 2 marks

1 mark for a maximum of 2 of:

Author: Maria

Web-site

Newspaper

Pozniakova

Argumenty i Fakty

Interview with Nikolai Kharitonov

1 mark

SECTION II - GRAMMAR, LANGUAGE USE AND GUIDED WRITING (100)

1. Put the words in brackets into the correct form. All adjectives and nouns are supplied in the nominative singular form; all verbs are supplied in the infinitive. **(15 marks)**

One mark per correct form

15 x 1 = 15

Where there is a NP (adjective + noun) one mark for each word

Spelling mistake in ending (spelling rule; hard/soft; ...) .5

Один из (студент) **студентов** Петербургской (медицинская академия) **медицинской академии** уже третий раз сдавал экзамен врачу (Сергей) **Сергею** Петровичу Боткину. Студент не мог ответить ни на один вопрос (экзаменатор) **экзаменатора/ экзаменатору**. Боткин и на этот раз поставил (неудовлетворительная оценка) **неудовлетворительную оценку**. К профессору (прийти) **пришли** друзья лентяя и рассказали, что их сокурсник просто убит

(новая неудача) **новой неудачей** и собирается покончить жизнь (самоубийство)

самоубийством – воткнуть нож в сердце.

– Не (волноваться) **волнуйтесь (волнуйся = .5)**, – успокоил их Боткин, – ваш

друг не знает строение (человеческое тело) **человеческого тела/**

человеческих тел и не (найти) **найдет** сердце...

2. Insert the following verbs in the spaces provided. The verbs are all supplied in the appropriate form.

(15 marks)

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

Владимир Познер отмечает юбилей

Вчера **был** юбилей у Владимира Познера. Ему 70 лет. Он **родился** в Париже, **вырос** в Соединенных Штатах и впервые **приехал** в Советский Союз только в 18 лет. Познер – самый харизматичный ведущий на российском телевидении. Карьера журналиста **складывалась** не просто: сначала работа редактора в Агенстве печати «Новости», потом должность комментатора на Гостелерадио. Но настоящая известность к Познеру **пришла** только в 1986 году. Телемост Ленинград–Сиэтл **стал** символом нового времени – окончания «холодной войны», а ведущие Познер и Донахью после этого – настоящими телезвездами. Впервые в прямом эфире простые советские люди **учились** **говорить** на ранее запрещенные темы. Именно во время одного из таких эфиров **появилась** знаменитая фраза: «У нас в СССР секса нет!»

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

Marks are awarded for content and expression.

(30 marks)

- | | | |
|------------------------|---------------|---------------------|
| 1. физкультура и спорт | 5. российское | 8. «холодная война» |
| 2. Дума | телевидение | 9. Чукотка |
| 3. Сибирь | 6. СССР | |
| 4. баня | 7. Ленинград | |

1. content

10

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.

- a. If the content mark is **5** or less, or the question is too short (less than 25 words), mark expression out of **14** and write 'lower E' to indicate this.
- b. If the expression is very fluent, with a high degree of lexical, syntactic and idiomatic variety but serious problems with basic accuracy (spelling, word boundaries + inflectional morphology); error in every 2nd or 3rd word, mark expression between 9 and 14 (9+10; 11+12; 13+14) and write 'lower A' 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 (- 1 OR - 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.	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.
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)**

Write a piece of continuous prose in Russian (140 words) in answer to ONE of the following.

When marking the guided writing exercises and assessing Expression (E) - remember that this examination is not targeted at native speakers! Where a candidate is repeatedly making the same type of error (poor punctuation, poor spelling, ...) penalise only once. Where a candidate makes no errors at all - award maximum marks for E (but not necessarily for the other criteria).

Mark Communication/content (C), expression (E) and textual coherence (TC) separately.

<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

Write a letter to a friend describing a meeting with a relative you had never met before. In your letter include reference to the following:

- (a) Opening 0 1
- (b) Explain how you are related 2
- (c) Describe when you met your relative 1 (or 2) d
- (d) Describe where you met your relative 2 (or 1) d
- (e) Supply a brief biography of your relative (4 details) 4 s
- (f) State what your relative is doing now 2 s
- (g) State whether you plan to meet again 2 s
- (h) Closing/signing off 1 c

2. NARRATIVE

Write an account of an episode from your childhood which you remember with pride. In your story make reference to the following:

- (a) Where you happened to be at the time 2 W
- (b) With whom you happened to be at the time 2 W
- (c) What events led up to this episode (4 details) 4 W
- (d) The episode itself (4 details) 4 T
- (e) Why you remember this episode with pride 3 W

3. DISCUSSION

Discuss the finding of the following polls on how Russians and their children spend their holidays. In your answer include reference to the following:

- (a) **in your own words**, summarise the findings of these two polls 5 (or 4)

(b)	discuss whether you are surprised at the findings of either of these polls	4 (or 5)	dis
(c)	state how you enjoyed spending holidays as a child ² (may be part of b)		sta
(d)	state how you enjoy spending holidays now	2	sta
(e)	explain how you would want your children to spend their holidays when you have a family	2	exp

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.
- If the expression is very fluent, with a high degree of lexical, syntactic and idiomatic variety but serious problems with basic accuracy (spelling, word boundaries + inflectional morphology)// errors in every 2nd or 3rd word, mark expression between 4 and 6 and write 'lower A' 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	Vocabulary use good - rich, idiomatic and appropriate. Spelling mistakes rare, grammar generally correct: Good level of accuracy in verb endings, agreements; correct use of tense...
4-6	6-10	Vocabulary use quite good - generally adequate and appropriate, with perhaps some Russian idiom. Not too many

		spelling mistakes. Few serious/frequent minor grammar errors: verb forms, tense, agreements, endings correct more often than not, especially at the upper end of the category.
0 - 3	0 - 5	Vocabulary very inadequate, possibly with English words and interference from English syntax. Many spelling mistakes, serious grammar 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 =