

LEAVING CERTIFICATE EXAMINATION 2006

RUSSIAN

HIGHER LEVEL

220 MARKS

Reasonable Accommodation: For those who have been granted a spelling and grammar waiver, errors in spelling and in certain grammatical elements, as explained at conference, are not penalised. In assessing the work of these candidates, a modified marking scheme will apply.

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 (excepting proper nouns) 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.
- Do not 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 marks 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 spreadsheet.
- Double check the final total by comparing the final tot at the bottom of page with the total of marks for each Q at the top of the page.
- Don't forget to draw up a 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 already 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 a mark for each concept.

Q.1. Read the following interview with President Putin and answer the questions in English. **(50 marks)**

i Glacadh grianghraf de Putin ar a chéad lá ar scoil. Cén chuma a bhí air? (Roinn 1)

i Putin was photographed on his first day at school. How did he look? (Section 1)

6 marks

Compulsory element (2 marks): in school uniform / dress

Compulsory element (1 mark): in school form

Two of the following details (2 marks per detail): old-style/old-fashioned (uniform) + grey (uniform) + like a military/war/soldier's (uniform) + (like a) 7-8-year-old

following details (1 marks per detail): old (uniform) + war

ii Conas a bhraith sé faoi bheith ag dul ar scoil den chéad uair, agus cén fáth? (Roinn 1)

ii How did he feel about starting school, and why? (Section 1)

6 marks

Compulsory element (3 marks): He didn't (particularly) want to go to school

One of the following details (3 marks per detail): he enjoyed life in the yard/ where he lived/in the common garden/space/with his friends + his whole life was in the yard/with his neighbours/friends

iii Tabhair trí shonra ón téacs faoin gcéad uair a d'fhág sé an clós gan chead. (~~Roinn 1~~) (Roinn 2)

iii Give **three** details from the text about the first time he left the yard without permission. (~~Section 1~~) (Section 2)

6 marks

Three of the following details (2 marks per detail): he was 5-6 + he went to the corner of (big) street (for first time) + it was 1st May/ May Day/ May holiday + there was a lot of/many people / crowds of people / the street was full of life + he was a bit scared/ apprehensive / frightened

1 mark per detail: there were people

OR

Three of the following details (2 marks per detail): his pals and he headed out of town + it was winter + traveled by train + lit a bonfire + headed back home

iv Cén fáth ar chaill Putin agus a chairde suim ina bheith ag taiscéalaíocht leo féin? Tabhair **dhá** shonra. (Roinn 2)

iv Why did Putin and his friends lose interest in exploring on their own? Give **two** details. (Section 2)

4 marks

Two of the following details (2 marks per detail): it was cold + they were cold / they were frozen / their fire did not keep them warm + they were hungry/ had nothing to eat

The following summaries (3 marks): they did not enjoy their adventure/ they did not have a good time

1 mark per detail: they were / got lost

v Cá raibh a scoil i gcoibhneas lena theach? Tabhair **dhá** shonra. (~~Roinn 2~~) (Roinn 3)

v Where was his school in relation to his home? Give **two** details. (~~Section 2~~) (Section 3)

4 marks

The two following details (2 marks per detail): in the same street / lane / block as his house + seven minutes walk from home

The two following details (1 mark): a (few) minute[']s walk from home / close to his home / in the same area / in the same estate as his home

vi Cén fáth a ndeachaigh sé ar scoil gan chóta? (Roinn 3)

vi Why did he go to school without a coat? (Section 3)

6 marks

Three of the following details (2 marks per detail): He had no time / it took too long + to dress suitably / to dress properly / to dress, run to school and undress/ to put coat on and take it off again + before 1st class/lesson/subject + in the mornings + as / because he was always (running) late

1 mark per detail: to dress

2 marks for the following summary / synthesis: in order to arrive on time/ not be late / save time

Cultural awareness

ANSWER **EITHER** QUESTION **vii** **OR** QUESTION **viii** BELOW

18 marks

vii Scríobh 40-50 focal i nGaeilge nó i Rúisis faoi ghníomhréim Putin.

vii Write 40-50 words in English or Russian on Putin's career.

Mark	Cultural awareness (rule of thumb: 2 marks per relevant point / detail)
10-12	Excellent knowledge and understanding. Wholly relevant and clear-sighted.
8-9	Good knowledge and understanding. Answer mostly relevant, but some lack of clarity.
6-7	Some knowledge and understanding. Digressive or muddled. <i>An answer which restricts itself to information supplied in the source text and does not demonstrate knowledge and understanding of the broader cultural, social or historic background of the text is awarded a maximum of 6 marks.</i>
1-5	Minimal knowledge and understanding. Mostly irrelevant and/or confused.
0	Completely irrelevant

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

viii Scríobh nótaí gearra (1-2 abairt an ceann) i nGaeilge nó i Rúisis mar mhíniú ar **thrí** cinn díobh seo a leanas.

viii Write short notes (1-2 sentences each) in English or Russian explaining **three** of the following:

1. первый класс

2. школьная форма

3. двор

4. 1 Мая

5. электричка

i. 6 marks per answer x 2

6 marks x 3 = 18

An answer which restricts itself to information supplied in the source text and does not demonstrate knowledge and understanding of the broader cultural, social or historic background of the text is awarded a maximum of 3 marks.

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

Mark	Cultural awareness (rule of thumb: 2 marks per relevant point)
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 extract from an article about the British agricultural worker Michael Vare, who left his native Somerset to settle in Siberia. Write an English-language summary of the content of each Section as instructed. (50 marks)

2.5 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.

Discretionary marks

- 2.5 Ideas clearly / well expressed and well developed. More than a translation: evidence of synthesis. Some additional details. Ability to distinguish main points from secondary details.*
- 2.0 Written in sentences. Contains some extra detail(s). Well structured. Evidence of ability to differentiate main from secondary details. Need not be more than a translation / paraphrase. May not show evidence of synthesis.*
- 1.5 Written in sentences. Demonstrates two of the following:*
- reference to additional details*
 - well structured piece of writing*
 - evidence of ability to differentiate main points from secondary details*
- 1.0 Written in sentences. Demonstrates one of the following:*
- reference to additional details*
 - well structured piece of writing*
 - evidence of ability to differentiate main points from secondary details*
- .5 Written in sentences. No additional details.*

Déan cur síos ar an gceantar ar tháinig Michael a chónaí ann. Tabhair **cúig** shonra.

1.5 marks for each of 5 details = 7.5 + 2.5 discretionary marks

Describe the area where Michael has come to live. Give **five** details.

10 marks

1.5 marks for each of the following details: small village (called Dubinka) + 100 kilometers from Novosibirsk / very far from civilisation + twenty families live there + no shop + travel to neighbouring village / regional centre to buy food/groceries [accept: products] + many houses deserted/abandoned/empty / many former residents/locals have left + in search of better living conditions

1 mark for each of the following details: in Siberia + small population + people did not understand him (so he had to draw) + people are leaving (in dribs and drabs / bit by bit)

.5 mark for each of the following details: very poor

+ up to 2.5 discretionary bonus marks

No marks for details not included in the source text. No marks for details contained in the question.

Déan achoimre ar na nithe a tharla sula ndearna Michael cinneadh a áit dúchais in Somerset a fhágáil. Tabhair **cúig** shonra.

1.5 marks for 5 details + 2.5 discretionary marks

Summarise the events leading up to Michael's decision to leave his native Somerset. Give **five** details.

10 marks

1.5 marks for each of the following details: led ordinary life of rural/agri-industry worker/farm-labourer + in evenings worked on his own plot/allotment/ land + socialized at local/village dances & [the odd pint of beer] in the local pub + married (a local woman, Tina, who worked in a laundry/dry-cleaners, for love) + had three children + something went wrong in marriage/marriage broke down [, resulting in divorce] + [divorce] left him with nothing/no money + met Russian business man (while on a trip to Novosibirsk) (who talked him into staying) + took a liking to Novosibirsk (place /people) (while there on a trip with a group of English farmers) + wanted to get away (even as far as Africa) / didn't know what to do with his life / wanted to start a new life

+ up to 2.5 discretionary bonus marks

No marks for details not included in the source text. No marks for details contained in the question.

Déan cur síos ar na chéad chúpla mí den am a chaith Michael sa tSibéir. Tabhair **cúig** shonra.

Describe the first few months of Michael's time in Siberia. Give **five** details.

1.5 marks for 5 details + 2.5 discretionary marks

10 marks

1.5 marks for each of the following details: bought an OK house + bought a wreck of a tractor/hired himself and his tractor out to the local *Sovkhoz*/farm + it was hard at first but interesting/a challenge + he wanted to settle/assimilate quickly + was the only available / single / unmarried man in village + in the evenings sat / drank beer [on a bench] outside his house + looked at / watched / got to know / fell in love with / made friends with the young neighbour Tatiana + proposed to Tatiana two months after first meeting her.

1 mark for each of the following details: worked in/for the local *Sovkhoz*/farm + bought a house + bought a tractor + a few months later (+ reference to change in status of relationship)

+ up to 2.5 discretionary bonus marks

No marks for details not included in the source text. No marks for details contained in the question. No marks for reference to his marriage to Tatiana which happened only two years later.

Tabhair **trí** shonra faoi shaol Michael deich mbliana tar éis dó Sasana a fhágáil.

Give **three** details about Michael's life 10 years after leaving England.

1.5 marks for 3 details + 2.5 discretionary marks

7 marks

1.5 marks for each detail: he settled into the village ways/ he was completely assimilated/ he was accepted by the locals as/he had become one of their own + he never learnt/acquired the habit of drinking vodka + he does not beat his wife/he is happily married + he is friendly and cheerful + he thinks Siberia is a great place to be [the land, the natural beauty] + he has children [a son and a daughter] + his wife wants to show the children off / to introduce children to / his parents in England + winters are very cold

+ up to 2.5 discretionary bonus marks

No marks for details not included in the source text. No marks for details contained in the question.

Léirthiscint teanga: Scríobh síos infinideach na mbriathra seo a leanas.

1 mark for each correct form

1. живёт → **жить**
2. пришла → **прийти (асерт придти)**
3. познакомились **познакомиться**

Léirthiscint teanga: Scríobh síos inscne (firinscneach, baininscneach, neamhinscneach; мужской, женский, или средний) na bhfrásaí a bhfuil líne fúthu.

1 mark for each correct answer

1. приехал в соседнее село
2. начать новую жизнь
3. Майкл был единственным холостяком

Léirthiscint teanga: Freagair CEANN AMHÁIN de na ceisteanna a leanas.

1 mark for each appropriate English or Russian word from the text.

Faigh **ceithre** fhocal nó fhrása sa téacs a thagraíonn do bhaill teaghlaigh.

Дети + сын + дочь + жена + родители + внуки

Faigh **ceithre** fhocal nó fhrása sa téacs a thagraíonn d'imeachtaí fóillíochta.

Бывать на танцах + выпивать пиво/выпивать в пабе + посидеть на лавочке + потягивать пиво + смотреть на соседку + выходить на улицу + мечтать (побывать в Англии)

Faigh **ceithre** fhocal nó fhrása sa téacs a thagraíonn d'obair.

Language awareness: Supply the infinitive form of the following verbs.

6 marks

4. восхищается **восхищаться**
5. выбирал **выбирать**
6. сумел **суметь**

Language awareness: Indicate the gender (masculine, feminine, or neuter; мужской, женский, или средний) of the following underlined phrases:

3 marks

- neuter
feminine
masculine

Language awareness: Answer ONE of the following questions.

4 marks

Find **four** words or phrases in the text which refer to family members.

Find **four** words or phrases in the text which refer to leisure activities.

Find **four** words or phrases in the text which refer to work.

Фермер + (жизнь сельского) труженика + работал + на фермах + работница (местной прачечной) + бизнесмен (из России) + нанялся (со своим трактором на работу) + трудиться + трудовая биография + совхозное хозяйство + трактор

Q.3. Structuring extended discourse (20 marks)

2 marks for each answer in the correct position relative to the previous sentence:

10 x 2 = 20

1 mark for sentence 5 being sequenced after 2 or after 10

СКАЗКА ПРО БУДИЛЬНИК

Жил-был будильник. ...

- ... 8 ... А потом выглянули в окно и увидели, что будильник спокойно спит на скамейке возле парадного.
- ... 5 ... Ведь, когда он был дома и сидел на шкафу, он же не мог видеть ни звезд, ни Луны!
- ... 9 ... Девочка Лена подбежала к нему, завела его, и он сразу проснулся. Весело-весело затикал.
- ... 1 ... Жил он в комнате на шкафу.
- ... 7 ... Люди из будильниковой квартиры проснулись позже обычного (ведь будильник-то не звонил) и забеспокоились.
- ... 4 ... На небе была Луна и много звезд. Будильник посмотрел на небо и очень обрадовался.
- ... 3 ... Ночью будильник слез со шкафа, открыл дверь и вышел на улицу.
- ... 2 ... Однажды надоело ему так сидеть и решил он отправиться в путешествие.
- ... 10 ... После этого будильник не ставили на скучный шкаф.
- ... 6 ... Скоро наступило утро.

Он стал жить на подоконнике, откуда хорошо видны Луна и звезды.

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

ROINN II – GRAMADACH, ÚSÁID TEANGA AGUS SCRÍBHNEOIREACHT FAOI STIÚIR (100 marc)

Freagair na ceisteanna 1, 2 agus 3.

C. 1 (30 marc)

1. Léigh beathaisnéis an bhanaisteora Chulpan Khamatova thíos. Scríobh san fhoirm cheart na focail atá idir lúibíní. San ainmneach uatha atá na haidiachtaí agus na hainmfhocail; san infinideach atá na briathra.

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

Answer questions 1, 2 and 3.

Q. 1 (30 marks)

- 1.i. Read through the following biography of the actress Chulpan Khamatova. Put the words in brackets into the correct form. Adjectives and nouns are supplied in the nominative singular form; all verbs are supplied in the infinitive.

TWO marks per correct form

12 x 2 = 24

Where a synonym has been substituted for the word supplied do not award marks (with the exception of the substitution of *актепов* for *актпuc*. If the word is mis-spelt/ transcribed, do not award marks.

Хаматова **родилась** 1 октября 1975 года в **Казани**, в семье инженеров. В детстве она занималась **фигурным**

катанием, а с восьмого класса училась в математической школе при **Казанском университете**. После школы

Чулпан Хаматова несколько месяцев проучилась в финансово-экономическом институте, а потом неожиданно ушла оттуда и поступила в Казанское театральное училище. Преподаватели ей посоветовали продолжить обучение в Москве, и Чулпан поступила в ГИТИС (Государственный институт театральных искусств) на курс Алексея Бородина.

В кино Чулпан Хаматова начала сниматься на третьем курсе - ее пригласил на роль Кати в картине "Время танцора" режиссер Вадим Абдрашитов. Роль Риты в фильме Валерия Тодоровского "Страна глухих" стала звездной - и зрители, и критики признали ее одной из самых талантливых молодых актрис отечественного кино.

1.ii. Cuir isteach na focail cheisteacha chuí san agallamh a leanas leis an aisteoir Ilya Sokolovskiy. Roghnaigh do chuid freagraí as an liosta thíos. Tá na freagraí san fhoirm cheart.
(<http://www.ruskino.ru/person/>)

1.ii. Insert appropriate question words in the following interview with the actor Ilya Sokolovskiy. Select your answers from the list supplied below. The answers are supplied in the correct form.
(<http://www.ruskino.ru/person/>)

(15 marks)

One mark per correct form

6 x 1 = 6

- Банальный вопрос - **как** ты стал актером?

- Я учился в ГИТИСе, у Андрея Александровича Гончарова, и уже во время учебы начал сниматься в кино.

- **Какое** внимание уделяешь физической подготовке?

- У меня есть тренер, который специально со мной занимается. Но как только у нас что-то начинает получаться, я уезжаю на какие-нибудь съемки.

- **Каким** видом спорта занимался или занимаешься?

- Я занимался боксом. Потом из-за зрения - произошла травма - лежал в больнице. И мне сказали: "Парень, выбирай: или зрение, или спорт". Это было ещё в школе.

- **Чем** занимаешься в перерывах между съемками?

- Езжу в Псков. В свободное время обычно сажусь в машину и мчусь в сторону родного города, где у меня живет мамульчик, где живут родственники и друзья. И там мы все отлично проводим время.

- А **какую** музыку слушаешь?

- Последние полгода очень нравится "Ума Турман". Если о радио, то в основном "На семи холмах" играет. Люблю 50-90 годы.

- **Что** ты можешь пожелать ребятам, которые живут на просторах нашей Родины и хотят приехать и покорить столицу?

- Каждый год выпускается в двадцать раз больше актеров, чем их требуется. Поэтому, если сам не будешь бегать, особенно в первое время, если не будешь упираться, то никому здесь не будешь нужен. В первый год надо

перебороть сумасшедшую жизнь и понять, что ты хочешь, твое ли это. Если ты уверен, и интерес твой не пропал, значит, нужно оставаться и "вгрызаться" зубами.

Q.2

C.2 Scríobh aiste ghearr (**50 focal**) i Rúisis ar cheann amháin de na topaicí seo a leanas. Tabhair **5** shonra ábhartha. Bronntar marcanna ar ábhar, úsáid na teanga agus struchtúr (eagrú smaointe). (30 marc)

Q.2. Write a short essay (**50 words**) in Russian on one of the following topics. Supply **five** relevant details. Marks are awarded for content, expression and structure (organisation of ideas).

(30 marks)

- | | | |
|---------------------------------|--------------------------------|------------------------|
| 1. Сибирь | 4. Вузы в Российской Федерации | 8. Русская деревня |
| 2. Спорт в Российской Федерации | 5. Город Москва | 9. Городской транспорт |
| 3. Кино в русской культуре | 6. Сельское хозяйство | |
| | 7. Российские актёры | |

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 25 words), mark expression out of **14** 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); 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 (Rule of thumb: 2 marks for each relevant detail)	Mark	Language: lexis, accuracy, fluency
9-10	Excellent response. Extremely clear and effective organisation of ideas.	18-20 lower A 13-14 lower E 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 lower A 11-12 lower E 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 lower A 9-10 lower E 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 lower E 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 lower E 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 = ...

C.3 Scríbhneoireacht faoi stiúir (40 marc)

Scríobh píosa de phrós leanúnach i Rúisis (**140 focal**) mar fhreagra ar cheann AMHÁIN díobh seo a leanas. Déan deimhin de na pointí go léir atá liostaithe a chuimsiú i do fhreagra.

Q.3. Guided writing (40 marks)

Write a piece of continuous prose in Russian (**140 words**) in answer to ONE of the following. In your answer make sure to include ALL the points listed.

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 TWO or MORE Questions, mark ALL and take the best mark. Only if a candidate obtains full marks on the first/second questions the examiner is not required to mark the subsequent one(s).

1. Communication/content (C)

Award **content** marks first (ex 15). Use the letters (A - J) when showing individual content points and, where applicable, superscript numbers for successive points within that content area (A¹, A², A³); 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.

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 7 and 12 (7/8 + 9/10 + 11/12) 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.

Lower A	Expression
11-12	Vocabulary use good – rich, idiomatic and appropriate. No problem with use of tense , aspect and case . No difficulty with complex syntactical structures . Tone and register appropriate. Spelling mistakes common, problems with word boundaries
9 -11	Vocabulary use quite good – generally adequate and appropriate, with perhaps some Russian idiom. Few complex syntactical structures. Tone and register not appropriate. OK use of aspect and tense.
7 -8	Vocabulary use OK and idiomatic, though some interference from English. Interference from English language syntactical constructions. Problems with tense, aspect and case

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.
7-8	Material generally developed within a carefully planned framework. Generally well constructed but lacking coherence in places.
5-6	Satisfactory organisation of material. Development of ideas patchy and/or unambitious. Rambling and/or repetitive at times.
3-4	Limited ability to organise material and develop ideas. Structure lacks coherence.
1-2	Very limited ability to organise material and develop ideas. Structure almost wholly lacking in coherence.
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 =

1. LITIR A SCRÍOBH

Cuir i gcás gur tú Michael Vare (C.2) agus go bhfuil tú ag scríobh abhaile chuig do chuid tuismitheoirí an lá roimh do phósadh.

1. LETTER WRITING

Imagine you are Michael Vare (Q.2) and are writing home to your parents on the eve of your wedding.

Award one mark for each relevant content point up to the maximums indicated below.

(A) Opening	1
(B) Couple of words to parents	2
(C) Reference to new house	3
(D) Reference to upcoming marriage/news	2
(E) Reference to wife and family	3
(F) Reference to plans for the future	3
(G) closing/signing off	1

2. SCÉAL A INSINT

Scríobh scéal eachtraíochta faoi chairde scoile leat a théann ar turas.

2. NARRATIVE

Write an adventure story about schoolfriends who go on a journey.

Award one mark for each relevant content point. At least ONE point should make reference to each of the following categories:

(A) who	2
(B) went where	2
(C) with whom	2
(D) when	2
(E) what happened	2
(F) Other/ any of the above	5

3. PLÉ

Tabhair breac-chuntas ar do thaithí féin ar an oideachas dara leibhéal.

3. DISCUSSION

Outline your experiences of secondary education.

Award one mark for each relevant content point up to the maximums indicated below. Overall content marks cannot exceed 15.

(A) what you enjoyed	up to 7
(B) what you would like to see improved	up to 7
(C) how well prepared you are for future	up to 7

LEAVING CERTIFICATE EXAMINATION 2006

RUSSIAN

HIGHER LEVEL

LISTENING COMPREHENSION (80 marks)

General:

- There is no penalty for excess material which does not invalidate the answer.
- Accept any formulation which communicates the information sought.
- Accept answers to questions written in the wrong place.
- The quality of the English will only be an assessment factor insofar as it impedes communication.
- Accept answers written in Russian.
- Do not award marks for information contained within the question.

Award two marks for each correct/relevant point unless otherwise stated.

ROINN I

SECTION I **22 marks**

1. Céard é clár «Chuar Nua Mhoscó»?
Tabhair **dhá** shonra.

1. What is the «Moscow New Ring»
programme? Give **two** details.

- TWO of: **new construction/building plan (for Moscow) + for 60 high-rise buildings + first phase of 6 high-rise to be completed by 2015 + special group of architects draw up plans and determine what goes where** 4 marks

2.i. Cén fhadhb a bhfuil na húdaráis ag iarraidh
dul i ngleic léi?

2.i. What problem are the authorities trying
to deal with?

- ONE of: **traffic problem/congestion in centre of Moscow + (public) transport in centre of Moscow**
2 marks

2.ii. Cén cinneadh a rinne siad chun an fhadhb a réiteach?

2.ii. How have they decided to solve the problem?

- ONE of: are building third/new ring road + third/new ring road will not impact on historical/ecological sites of city 2 marks

3.i. Cé na daoine atá lucht eagraithe an lárionaid nua in Mnevnikí ag iarraidh a mhealladh chuig an áit? Ainmnigh **dhá** ghrúpa daoine.

3.i. Who are the organisers of the new centre in Mnevnikí trying to attract? Name **two** groups of people.

- TWO of: young children + older children + adults/ children + adults 4 marks

3.ii. Beidh trí chineál siamsaíochta sa lárionad nua in Mnevnikí. Ainmnigh **ceann amháin** díobh.

3.ii. The new centre in Mnevnikí will have three types of entertainment. Name **one**.

- ONE of: children's park/attractions + educational and game pavilion + sports fields/courts/pitches 2 marks

4. Tá inní ar phríomhailtire Mhoscó faoi phlean tógála na cathrach. Tabhair **ceithre** shonra.

4. Moscow city's Chief architect is concerned about the city's building plan. Give **four** details.

- FOUR of: not enough [compulsory element] schools + kindergardens + stadiums + sports halls + cultural facilities [where there is no reference to there being too few of the above, award a maximum of 1 mark per amenity]
- (One and a half times) more / too many [compulsory element] shopping/retail outlets than planned 8 marks

ROINN II

Conspóid i Mionsc

1. Cén cinneadh atá déanta ag údaráis Mhionsc? Tabhair **trí** shonra.

- THREE of: not to allow/admit + minors/children under 18 + watch the Da Vinci Code + which is opening on Thursday 6 marks

SECTION II **14 marks**

Controversy in Minsk

1. What decision have the Minsk authorities taken? Give **three** details.

2. Cé a d'imir tionchar ar an gcinneadh sin? Tabhair **dhá** shonra.
2. Who has influenced this decision. Give **two** details.
- TWO of: [Bielorussian/Orthodox Church + Roman/Catholic Church + expert commission](#) 4 marks
 - TWO of: [Religious authorities /Christian Church / The Church + expert commission](#) 4 marks
 -
3. Céard a tharlódh má tá na ticéid díolta cheana leis na daoine contráilte? Tabhair **dhá** shonra.
3. What will happen if tickets have already been sold to the wrong people? Give **two** details.
- TWO of: [not allowed in/see film + refund for ticket](#) 4 marks

ROINN III

SECTION III

24 marks

Fógra

Advertisement

1. Céard a fhoghlaimimid faoi na bábóga agus na pupéid sa mhúsaem? Tabhair **trí** shonra.
1. What do we learn about the dolls and puppets in this museum? Give **three** details.
- THREE of: [each has own story/history + each has own character + each guards own secrets + nearly all are unique/original + some were commissioned + many gifted to museum by their creators.](#) 6 marks
2. Céard atá le tairiscint ag an músaem do na cuairteoirí. Tabhair **sé** shonra.
2. What does this museum offer its visitors? Give **six** details.

Allow candidates to give THREE details. Award 2 marks per detail.

- SIX of: [excursions round 3 /many rooms + historic room + theatrical room + contemporary room + see folk heroes + \(hear stories\) about the making of dolls + \(hear\) about the history of the dolls' lives + attend show](#) 6 marks
- 3.i. Conas is féidir le cuairteoirí suíocháin a chur in áirithe do na seónna?
- 3.i. How can visitors book seats for the theatrical performances?
- ONE of: [by phone/by ringing 298-52-07](#) 2 marks
- 3.ii. Cé na huaireanta a bhíonn an músaem ar oscailt?
- 3.ii. What are the museum's opening hours?
- FOUR of: [Tuesdays and Fridays + 11.00-18:00 + Saturdays + 12:00-17:00](#) 4 marks

4.i. Cé na grúpaí daoine a íocann táille laghdaithe le dul isteach? Luaigh ainm **dhá** ghrúpa daoine.

- TWO of: **children + students + pensioners/senior citizens** 4 marks

4.ii. Cén táille ghrúpa a ghearrtar ar lucht na dturas

ONE POINT EACH:

- 5-7 people : 350 R
- 10-15 people: 600 R 2 marks

4.i. What groups of people pay a reduced admission charge? Mention the names of **two** groups of people.

4.ii. What are the group rates for excursions?

ROINN IV

Mark Shuttleworth

1. Tabhair **trí** shonra faoin turasóir spáis ar an tointeálaí Rúiseach.

- THREE of: **second ever space tourist + very rich/ millionaire + from South Africa + 28 years old + since childhood has dreamt of becoming astronaut/flying into space + arrived in Russia in (autumn) 2001 + lived there/ in Russia for 5 months** 6 marks

2.i. Cuireadh dianchúrsa traenála ar Mark. Tabhair **trí** shonra.

- THREE of: **got up at 6:00 am + did special exercises + exercised on a training bike + ran/jogged (round stadium, in shorts and sweat shirt) + daily + attended Russian-language programme** 6 marks

2.ii. Cén fáth a raibh Mark ag caitheamh dhá uaireadóir?

- TWO of: **one to tell the time + one to monitor his pulse (one mark) and heart rate (one mark)** 4 marks

3. Cén fáth ar ghlac Mark páirt i gclár spáis na Rúise? Tabhair **dhá** shonra.

- TWO of: **Russia has a special programme (for space tourists) + the US doesn't** 4 marks

SECTION IV

Mark Shuttleworth

20 marks

1. Give **three** details about the space tourist on the Russian shuttle.

2.i. Mark was put through an intensive training programme. Give **three** details.

2.ii. Why was Mark wearing two watches?

3. Why did Mark join the Russian space programme? Give **two** details.