



Coimisiún na Scrúduithe Stáit State Examinations Commission

Scéimeanna Marcála
Rúisis

Scrúduithe Ardteistiméireachta, 2007
Ardleibhéal

Marking Scheme
Russian

Leaving Certificate Examination, 2007
Higher Level



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LEAVING CERTIFICATE EXAMINATION 2007

RUSSIAN

HIGHER LEVEL

220 MARKS

Waivers: 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

1. 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.
2. 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.
3. 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.
 4. 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]

Answer questions 1, 2 and 3.

Q.1.

(50 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 synthesizing skills, award a mark for each concept.*

ANSWER THE FOLLOWING QUESTIONS IN ENGLISH.

38 marks

- 1.i. F. Iskander states that Abkhasia is a very beautiful part of the world. What evidence does he supply in support of this? Give **two** details. (Section 1) 4 marks
Two of the following details (2 marks per detail): (lots of) sun + sea + mountains + wonderful people + (people) who love their natural environment
following details (1 marks per detail): nature
no marks for: beautiful
- 1.ii Give **three** details about F. Iskander's school education. (Section 1) 6 marks
Three of the following details (2 marks per detail): Russian(-language) school + at the age of seven + learnt/knows Russian well + studied well/excellently + obtained gold medal
no marks for: went to school
- 2.i. What did F. Iskander think about on his three-day journey from Abkhasia to Moscow? (Section 2) 4 marks
Two of the following details (2 marks per detail): future + career/profession/studies + choice of subjects/studies in philosophy + place of study = MGU/MSU
following details (1 marks per detail): the long journey ahead
- 2.ii. Describe how F. Iskander answered the first question at his interview. Give **two** details. (Section 2) 4 marks
Two of the following details (2 marks per detail): talked about native Abkhasia + spoke Russian badly/with mistakes/ as local Abkhasians speak + intended to please examiner/ play the Abkhasian/exotic card
- 3.i. The interviewer had two worries about accepting F. Iskander onto the course. Give details of **both**. (Section 3) 4 marks
Compulsory elements (2 marks):
1. Philosophy/faculty/subject/university/here/being a student = difficult/hard
2. Subjects/philosophy taught in/through Russian // concern about (the standard of) Iskander's Russian
Compulsory element (1 mark):
1. difficult
2. Russian
- 3.ii. What lesson did F. Iskander learn from his first interview? Give **two** details.(Section 3) 4 marks
Full marks: not to/mustn't/should not have talk[ed] faulty Russian
Two of the following details (2 marks per detail): take the process seriously + not to play games/lie + first impressions are difficult to undo
- 4.i. Describe his second interview. Give **four** details. (Section 4) 8 marks
Two of the following details (2 marks per detail): in Moscow Institute of Culture + spoke Russian correctly + did not talk about native Abkhasia + everyone was pleased + (to learn) about his academic achievements/gold medal
- 4.ii. Describe F. Iskander's career to date. Give **two** details. (Section 4) 4 marks
Two of the following details (2 marks per detail): three years study in Institute of Culture + decided wanted to become a writer/became a writer + went to Literary Institute/Institute of Literature + graduated + writes every day + his stories are enjoyed + writes humorous stories + is considered talented/very good author
following details (1 marks per detail): 3 years study in institute

5. **Textual analysis:** Describe what kind of person F. Iskander seems to you. Include reference to **three** aspects of his personality and supply evidence for each of these from the text. **12 marks**

Three of the following details (2 marks per detail): smiley/good-natured (photo) + patriotic + determined/ ambitious + bright/clever/talented + joker/tease/has sense of humour + desire to please + gregarious + prepared to change course + disciplined/hard-working + modest + acts on impulse/impulsive/doesn't always think decisions through
Textual piece of evidence for each detail or quote from the text in support of a detail. (2 marks)

Q. 2. Read the text 'Two unforgettable weeks' (Две незабываемые недели). Write a summary in English of the content of each Section as instructed. Marks are awarded for relevant content and for summary-writing skills. **(50 marks)**

Summary writing

36 marks

Award 2 marks for each of 4 details (up to 8 marks) AND 1 discretionary mark to reward candidates who

- *Express/develop their ideas clearly*
- *Provide evidence of an ability to synthesise.*
- *Supply additional details.*
- *Demonstrate ability to distinguish main points from secondary details.*

Discretionary 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.

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

Section 1

Who is at the railway station? Why are they there? Give **four** details.

9 marks

2 marks for each of the following details: (18/group of) schoolchildren/pupils + ninth class + school 1277 + with parents + meeting train from Berlin + (18/group of) German schoolchildren/pupils + school exchange + each family to collect one child

Section 2

How did the two groups differ? How did relations develop over the two weeks? Give **four** details.

9 marks

Supply at least ONE detail about (1) behaviours and ONE detail about (2) changing relations

1. *2 marks for each of the following details: Germans sit on dirty pavement + wear old clothes + shake girls' hands+ Russians greet girls with a kiss*

1 mark for the following detail: Germans sit where they want

2. *2 marks for each of the following details: to begin with focused on/were shocked by differences (different customs/traditions/manners) + came to realize they had a lot in common/were not really different + behaviours began to coincide + many got on very well from the start/outset: punks with punks*

Section 3

How did they spend the two weeks? Give **four** details.

9 marks

2 marks for each of the following details: lessons in the mornings + excursions in afternoon + fun in evenings + went to Arbat / zoo / circus + best of all = in the yard + chatting/discussing/telling stories/jokes + a good time was had by all

Section 4

What do they look forward to? What memories are they left with? Give **four** details.

9 marks

Supply at least ONE detail about (1) what they look forward to and ONE detail about (2) memories

1. *2 marks for each of the following details: return/Russians' trip to Berlin + end of August/in three months time + even more interesting and cheerful activities*

2 marks for: the trip to Berlin will be interesting

2. *2 marks for each of the following details: Germans/visitors getting lost in the metro + sitting on pavement/sidewalk + speaking (saying thank-you/Excuse me/Russian words) with German accent*

Language awareness

5 marks

Supply infinitives of the following verbs. *1 mark for each correct form. NO marks for change of aspect/omitting reflexive ending / introducing spelling error.*

Увидели

Увидеть

Сидят

Сидеть

Показались

Показаться

Вышли

Выйти

Жили

Жить

Language awareness

4 marks

In what case are the noun phrases which are underlined below? Supply the name of the case in English **or** in Russian.

1 mark for each correct case

у немцев были уроки в школе

genitive

родительный

самое веселое время мы все же провели, как ни странно, во дворе

prepositional

предложный

обсуждали разные темы
 в день отъезда все проснулись с противоречивыми чувствами

accusative винительный
 instrumental творительный

Language awareness

5 marks

In the text find **five** words related to education and list them in Russian. *1 mark for each correct word FROM the text.*

Ученик Школа Обмен Экскурсия
 Класс ШКОЛЬНЫЙ Урок

Q.3. Structuring extended discourse

(20 marks)

Frequently Asked Questions

Below is a list of frequently asked questions on the website of a popular children's summer camp. Match these questions with the answers supplied. Insert the number of the appropriate question in the column beside each answer.

2 marks for each correct answer

10 x 2 = 20

Вопросы:

1	А дискотеки будут?
2	А если — не дай Бог! — я там заболею?
3	А если мне сильно-сильно захочется домой?
4	А купаться будем?
5	Бассейн работает только зимой или в любое время года?
6	Какой максимальный возраст детей в «Орлёнке»?
7	Какой у вас часовой пояс?
8	Можно ли передать привет ребёнку, отдыхающему в лагере?
9	«Орлёнок». Что там есть?
10	Стоит ли брать с собой сотовый телефон?

Ответы:

6	16 лет.
4	Будем-будем! Не в море, так в бассейне. Но только после открытия смены.
7	В "Орлёнке" московское время.
2	В каждом лагере есть медпункт - врач, медсестра, процедуры, таблетки. А в "Орлёнке" есть лечебный корпус-больница; будешь там лежать, лечиться, а друзья будут приходить проведывать.
1	Будут. Может, не так часто, как хочется.
10	Если Вы хотите иметь оперативную связь с родителями, тогда телефон необходим. В каждом лагере есть междугородный таксофон, по которому можно будет позвонить.
3	За тобой должны будут приехать и забрать.
8	Напишите письмо ребёнку по адресу orlyonok@tuapse.ru с точным указанием фамилии, имени, отряда и лагеря.
5	Преимущественно бассейн работает в зимнее время. В летнее время ребята купаются в море.
9	Спортплощадки, кружки, бассейн, школа, отрядные дела, дискотеки. Скучать не придется.

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 extract from an interview with the young journalist Anneta Kozakovskiy. 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. No marks are awarded for incorrectly spelt words or substitute words.

TWO marks per correct form

15 x 2 = 30

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

Прежде всего, как ты попала в Россию?

Я получила стипендию Международной журналистской программы и на два месяца поехала на практику в екатеринбургскую газету «Подробности». Мне было интересно поработать за границей и, так сказать, вжиться в роль зарубежного корреспондента.

А чем российская молодёжь, по твоему мнению, отличается от немецкой?

Русские девушки гораздо больше, чем немки, ценят модную, шикарную одежду, макияж. Мы очень часто *одеваемся спортивно, а русские – элегантно. Кроме того, практически все девушки *хотят как можно раньше обзавестись семьёй. Это мне больше всего бросилось в глаза. Меня поразило ещё, что многие спрашивали, почему я не замужем и у меня нет детей. В Германии у девушек в моем возрасте редко у кого есть семья и дети.

Если представится возможность, поедешь работать в Россию?

Это, конечно же, моя большая мечта. Исполнится ли она, я не знаю. Но если мне хоть когда-нибудь выпадет случай поехать в Россию в качестве иностранного корреспондента, я сделаю это, не раздумывая!

Почему? Как получилось так, что ты заинтересовалась Россией?

О, это долгая история. В школе в 9 классе нужно было выбрать третий иностранный язык: испанский, французский или русский. Я выбрала русский: решила, что мало кто знает этот язык, мне было просто любопытно. Потом, когда мне исполнилось 13 лет, мы поехали по школьному обмену / по школьным обменам в Россию. И когда я стояла на Красной площади, которую раньше видела только по телевизору, я не знаю, что произошло, но меня поразила красота. И уже тогда чувство к России выросло в настоящую страсть.

* Award half marks for the past tense if (1) both forms are correct and (2) both verbs are in the past tense.

Q.2. Cultural Awareness

Write a short essay (**50 words**) in Russian on **one** of the following topics. Supply **five** factual details. Marks are awarded for relevant content, expression and structure (organisation of ideas). **(30 marks)**

A Russian writer (of your choice)
 A Russian story or film (of your choice)
 A city, town or region in Russia (of your choice)

Transport in Russia
 Summer camps in Russia
 The Russian language in Ireland

1. <i>content</i>	10
2. <i>language/expression</i>	20
<i>Mark content and language/expression separately</i>	

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. Award a maximum of two content marks for an introductory/contextual remark or judgment (not a factual detail).

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 = ...
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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.

1. E-MAIL WRITING

Write an e-mail to a pen-pal who is about to visit you for the first time. In your message supply the following:

- | | |
|---|-----|
| (A) Opening | 1 |
| (B) Ask your pen-pal to tell you when and where they are arriving | 3-4 |
| (C) Describe the area where you live | 4-3 |
| (D) Ask how he/she would like to spend their visit; | 2 |
| (E) Make a couple of suggestions | 4 |
| (F) Signing off/closing | 1 |

2. NARRATIVE

Tell a story about events that happened on a cold day. Your story should make reference to the following:

Award one mark for each relevant content point up to the maximum indicated below:

- | | |
|--|---|
| (A) who the story is about | 2 |
| (B) where the hero/heroine lives | 2 |
| (C) what the weather was like | 2 |
| (D) what the hero/heroine did that day | 5 |
| (E) whether the day was happy or sad | 2 |
| (F) Other/ any of the above | 2 |

3. DISCUSSION

School trips and exchanges. In your answer make reference to the following:

Award one mark for each relevant content point up to the maximum indicated below:

- | | |
|---|---|
| (A) Two possible benefits of a school trip / exchange | 6 |
| (B) Two possible problems of a school trip / exchange | 6 |
| (C) Are school trips / exchanges a valuable part of education or a waste of time? | 3 |

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.

Communication + content	15
Language + expression	15
Textual coherence	10

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.

5. 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.
6. 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 =

MARKING

LEAVING CERTIFICATE EXAMINATION 2007

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.
- Do not 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.

SECTION I

News in brief

16 marks

The material will be played three times: first right through, then in **four segments** with pauses and finally, right through again. **Answer the questions in English.**

Award **two** marks for each correct/relevant point up to a maximum of **four** points per question. $4 \times 4 = 16$

1. John Lennon's house is now on the market. Give **two** details about this house.

Two of: valued at US \$11.1 + spacious house + situated at 40 km from London + near Waybridge + in (county) Surrey + called Kenwood + Cynthia his wife lived there + in 60s

2. Maria Sharapova was scheduled to play in the quarter finals of the Kremlin cup. Give **two** details explaining why she did not.

Two of: pain in/injury to + (right) leg/foot + couldn't walk on previous day + (sustained injury) in the course of match with Bychkova/ on previous day/ in first match

3. Give **two** details about Vitaliy Klichko's career to date.

Two of: appointed advisor to President of Ukraine/Victor Yushchenko + retired from sport in 2005 + supported Yushchenko during Orange revolution + former world champion + second place in mayoral elections in Kiev in 2006 + member of PORA-PRP block

4. Give **two** details about the recent Rome Film Festival.

Two of: (Sir) Sean Connery obtained (life-time) award/ prize + organised by mayor /Walter Veltroni + rival of Venice festival + annual budget exceeds US \$12 million + financed by private investors/sponsors

SECTION II

Interview with the French actor Gerard Depardieu.

20 marks

The material will be played three times: first right through, then in **three segments** with pauses and finally, right through again.

Answer the questions in English.

*Award **two** marks for each correct/relevant point.*

2 x 10 = 20

1.i. What kinds of films did Gerard Depardieu like and/or dislike as a child? Give **two** details.

Two of :

Either

liked + positive heroes + defend weak + good prevails + romance / love films

Or

disliked + gangster movies

1.ii. What happy memory does he have from his childhood?

One of : finishing school

2.i. When did his acting career begin? Give **two** details.

Two of :

Either

in cinema + at 15

Or

in theatre + at 18

2.ii. What kind of parts does he enjoy most?

Two of : doesn't have a favourite part + likes all parts + which make people laugh

3.i. What does he enjoy most about his profession?

One of : keeps him young at heart / (keeps inside him/his soul young

3.ii. What food does he enjoy? Give **two** details.

Two of : traditional cooking + meat/ lamb + fowl + caviar + vegetables

SECTION III

Граффити: больше, чем хобби

24 marks

The material will be played three times: first right through, then in **three segments** with pauses and finally, right through again.

Answer the questions in English.

Last year the Department of Youth Affairs in the town of Barnaul decided to hold a Festival of Graffiti as part of the celebrations for the town's 270th anniversary.

*Award **two** marks for each correct/relevant point.*

2 x 12 = 24

1.i. Give **two** details about Snaky.

Two of: young + graffiti artist + 17 year-old + from Barnaul/Altai + male

1.ii. When did graffiti become a popular art form amongst the young in Barnaul?

Two marks for either of: 6 months ago OR last/this winter

1.iii. How many graffiti artists are working in Barnaul at present. Supply **two** details.

Two of: from 20 + to 25 + not many

2.i. What age range do the best artists fall into?

Two of: 17 + 20

2.ii. What cultural interests do graffiti artists share? Name **two**.

Two of: Hip-hop/dance + rap + MC + DJ

3.i. How does Snaky feel about cigarettes, alcohol and/or drugs. Give **two** details.

Two of: Doesn't take/no to drugs + does smoke + drinks beer + negative

3.ii. What plans does Snaky have for the future?

One of: military service + join the army

SECTION IV

Отдых на Азовском море

20 marks

The material will be played three times: first right through, then in **three segments** with pauses and finally, right through again.

Answer the questions in English.

Award **two** marks for each correct/relevant point.

2 x 10 = 20

1.i. The author of this text and her two children greatly enjoyed their holiday on the Azov Sea coast last year. What **two** reasons does she give?

Two of – at least one detail from each of:

1. Good/warm weather + temperature around 30-33 degrees (in shade)
2. Warm temperature of the water + water/sea was 29-30 degrees + children able to swim all day

1.ii. How did they spend their days? Give **two** details.

Two of: swimming + enjoying water slides + carousels/merry-go-rounds + fairground amusements/rides/attractions/shows + water motorcycles + bananas

2. What arrangements were made for meals during their holidays? Give **two** details.

Two of: market nearby + wholesale shop nearby + could buy fruit / vegetables/ cooked chicken / eggs / meat + (kind) neighbour brought home-made food (every morning) + filled/stuffed pancakes + very fresh / tasty + stuffed peppers + sometimes cakes

3.i. What kind of person is this guest house best suited for? Give **two** details.

Two of: gregarious / fond of people / fond of good company / sociable + cheerful + open + good natured + with children + fond of dancing and music

Accept that the house is **not suitable** for the opposite of the types of people listed above

3.ii. Describe a typical evening in the guest house. Give **two** details.

Two of: in comfortable yard + wine + music and dancing + shashlyk/ BBQ + good cheerful company + people from all over the RF/Russia

