



Coimisiún na Scrúduithe Stáit
State Examinations Commission

LEAVING CERTIFICATE 2009

MARKING SCHEME

RUSSIAN

HIGHER LEVEL



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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 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. Problems understanding may result from any of the following:

AWARD FULL MARKS

- a. spelling error (where there is no ambiguity, a word is written as it is pronounced and there are no homonyms/near homonyms): *cantine* for canteen
- b. incorrect grammatical forms such as *falled*, *beated*

AWARD HALF MARKS

- c. spelling error (where there is ambiguity: a word is written as it is pronounced, but there is the possibility a misunderstanding as there is an English-language homonym): *bitten* or *button* for beaten; *felt* or *failed* for fell but where the context suggests that this is an orthographic error
- d. a NON-STANDARD abbreviation is used: *rub* for ruble/rouble

AWARD NO MARKS

- a. a Russian word used in place of an English one (but transcribed into Roman alphabet): *attestat* for school leaving certificate;
 - b. a Russian word used in place of an English one (and left in Cyrillic): рубль for ruble/rouble
 - c. very poor command of English syntax: if in doubt do NOT award marks
3. 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.
4. 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.
5. 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. Comprehension

(40 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.

Award 2 marks per detail.

TOTAL 40 MARKS

1.i. Give **three** details about when and why the hero left home. (Section 1) **3 x 2 = 6**

*The answer must contain at least ONE reference to **when** and ONE to **why**.*

*Award 2 marks per detail (**when**): in 1948 + in 5th class/form/grade/year + at age 11*

*Award 2 marks per detail (**why**): in village no secondary school/only primary school/four classes + (had to go to nearest town) to continue education/to go to secondary school/secondary school was 50 km away*

1.ii. Give **two** details about how he settled into his new life. What went well? What difficulties did he have? (Section 1) **2 x 2 = 4**

*The answer must contain at least ONE reference to **what went well** and ONE to **what difficulties did he have**.*

*Award 2 marks per detail (**what went well**): his studies (went well)/he kept on getting 5s/straight As/he was a good student*

*Award 2 marks per detail (**what difficulties did he have**): he missed home/he missed the village/he was homesick/he dreamt of going home + he lost weight + he was (often/ constantly) hungry*

1.iii. Give **two** details about why life in the country was easier than life in the town. (Section 1) **2 x 2 = 4**

Award 2 marks per detail:

in the country: you can (always) dig something/get vegetables/food out of your allotment/garden + there's fish in the river (Angara)/you can fish + there's fowl in the forest/you can hunt + everyone has a cow + he was never hungry/there was always something to eat/if you were hungry you could ...

in the town: you don't have an allotment + you can't fish + you can't hunt in the forest + you don't have your cow/milk + everything is (empty and) foreign/unfamiliar + he didn't know anyone/he was surrounded by strangers

Award 1 mark per detail: milk is the best medicine

2.i. After school the other children meet to play a game. Give **two** details about the game they played. (Section 2) **2 x 2 = 4**

Award 2 marks per detail: it is called 'chika' + it involves gambling/playing for money/you need money to play + it is good fun to watch + the children are not allowed to play it + some are afraid to play + it was played in a field/in a clearing/out of town

Award 1 mark per detail: the boys who were playing were all the same age
the game can/must be played in flat place

Award 0 marks per detail: it's about throwing a ball

2.ii. Give **two** details about the hero's participation in the game. (Section 2) **2 x 2 = 4**

Award 2 marks per detail: every day + after school + began to win/always won + had money + didn't allow himself to get carried away/ he didn't need any more + won a rouble + stopped playing and left

Award 1 mark per detail: he won a рубль (1 mark for the 'won' without reference to 'beginning to win', 'always winning' or 'what he won')
he only played one game per day/once per day

3.i. How did Vadik react to the hero's success at the game? Give **three** details. (Section 3) **3 x 2 = 6**

Award 2 marks per detail:

1. at first + calm/relaxed/OK/didn't mind + praised (sometimes) + encouraged others to copy hero's good example
2. soon + stopped the hero who was about to leave (having won his rouble) + told the hero to continue playing + when hero said he had lessons to do + got angry + beat him up + told him to leave (while still alive) + threatened him (with death) if he told anyone about what had happened

4.i. Why was the hero particularly anxious in class the next day? (Section 4) **2 x 2 = 2**

Award 2 marks per detail: his faced was marked/bruised + he couldn't hide the marks/bruising + (he was afraid that) the teacher would ask him what had happened/Lydia Mikhailovna might ask questions (about his wounds)/of being asked what had happened + of Vadim's threat if anyone found out what happened

Award 1 mark per detail: he did not want to be seen like that

4.ii. How did the teacher find out what had happened to him? (Section 4) **3 x 2 = 6**

Award 2 marks per detail: she/the teacher asked + when hero said he fell + Tishkin/one of his classmates/ a boy in his class + laughed at hero's lie + told the story/the truth/what had happened + hero was gambling/playing for money + got into a fight/was beaten/Vadik hit him + Tishkin had witnessed (everything)

5.i. How did the hero justify what he had done? (Section 5) **1 x 2 = 4**

Award 2 marks per detail: he doesn't/didn't win a lot/he (only) wins/won a rouble/ and then stops/stopped + he buys/bought milk with the winnings + he needs/needed the money + he

was hungry

Award 0 marks per detail:

he doesn't play/ gamble any more

he was leaving the game too early

Language awareness

10 marks

1. Word building: In the text find **two** words which contain the same stem/root (корень) as the following. **2 x 2 = 4**

игра one mark for each (max 2) [accept verbs in the infinitive or in the form in the text; accept nouns in the nominative or in the form in the text]:

выигрывать

выигрыш

играть

проигрывать

сыграть

пять one mark for each (max 2) :

пятерка

пятый

пятьдесят

2. Word groups: In the text find six words or phrases which relate to theme of school. One mark for each correct answer (up to a maximum of 6): **6 x 1 = 6**

класс

классный руководитель

журнал

начальная (школа)

одноклассник

парта

пятерка

пятый класс

урок

учитель

учительская

учиться

школа

Q. 2. ANSWER EITHER Q.2.1 and Q.2.2 OR Q.2.3.

Q.2.1. Read the biography of Dima Bilan's early life. Write a summary in English of the content of each Section as instructed. Marks are awarded for relevant content and for summary-writing skills. $10 \times 4 = 40$ marks

Award 2 marks for each of 4 details (up to 8 marks) AND 2 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. One discretionary mark is withheld where candidates answer in note form or bullet points.

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

Single marks may be awarded for partial details (e.g. has been learning English [since school] OR likes reading [historical novels]) only in such instances where the partial detail is intelligible to a monolingual speaker of English.

Discretionary marks may be awarded where candidates provide evidence of understanding a significant amount of detail but are unable to express what they understand in intelligible English (where they, for instance, include Russian-language words in their answers).

Section 1 Give **four** details about Dima Bilan's early childhood.

Award 2 marks per detail: born 24 December 1981 + infancy/first year spent in Karachaevo-Cherkessiya + moved when 1-year old + (moved) to Tatarstan + (moved) to his granny's + many noted his musical talents + moved again when 6 years old + (moved this time) to Kabardino-Balkariya + went to school at 6 + took part in school celebrations/events + recited poetry + sang songs + in 2nd year earned applause + in dining room stood up and sang + (sang) "Прекрасное далекое" + classmates and teachers applauded

Section 2 Give **four** details about Dima Bilan's early performances.

Award 2 marks per detail: when he was in 2nd year + teacher from local music school + organised auditions + she likes his singing/rendition of 'Во поле береза стояли' + parents not keen on him focusing on music as a career/at the expense of other subjects + after 5th class + soloist in children's choir + took part children's contests + festivals + concerts

Section 3 Give **four** details about Dima Bilan's early trips to Moscow.

Award 2 marks per detail: in 10th class + took part in competition/talent show ('Changa-Changa') + for child performers + didn't like Moscow + 'new/unknown/knew no-one' + 'cold/wet/rainy' + did well/was awarded diploma/certificate + by Joseph Cobzon + on finishing school + 2nd trip + enrolled as student in Gnesiny institute/ + worked in shop at night + studied during day + rest of time developed as performer

Section 4 Give **four** details about the beginnings of Dima Bilan's professional career.

Award 2 marks per detail: in 3rd year + classmate Sasha Savelieva (group 'Fabrika') and he + met producer Yuriy Aizenshpis + in a club + Bilan sang + Aizenshpis gave him his phone number + Aizenshpis liked his song/singing + songs began to appear in charts + songs were played on leading TV and radio shows + Bilan became a star

Q.2.2. Language awareness

Analyzing sentences. Divide the following sentences into noun phrases and indicate what question each noun phrases answers, as in the example.

One mark per correct word/phrase/clause in either Russian or English (up to a maximum of 10). NB the whole word, phrase or clause must be included. **10 x 1 = 10**

Abairt 1 / Sentence 1

Когда Диме исполнился год, семья переехала к бабушке.

1. **Кто?** семья
2. **Что сделала?** переехала
3. **Куда? К кому?** к бабушке
4. **Когда?** когда Диме исполнился год

Abairt 2 / Sentence 2

Через несколько месяцев в класс пришла педагог местной музыкальной школы.

5. **Кто?** педагог местной музыкальной школы
6. **Что сделала?** пришла
7. **Куда?** в класс
8. **Когда?** через несколько месяцев

Abairt 3 / Sentence 3

Билан получил диплом из рук Иосифа Кобзона.

9. **Кто?** Билан
10. **Что сделал?** получил
11. **Что получил Билан?** диплом
12. **Откуда?** из рук Иосифа Кобзона

Q.2.3. Dima Bilan took part in an Internet forum. Here are some of the questions and answers from that conversation. Write an e-mail to an English speaking friend talking about what you did or did not like about this on-line question and answer session.

Your e-mail should cover the questions and answers in at least six of the exchanges. Marks are awarded for relevant content and for summary-writing skills. (50 marks)

Award marks for content (36), summary-writing skills and textual coherence (14).

C =

TC =

*—————
Total =*

Content:

Identify the six Q-A for which credit is being given and assign 2 marks to each. (12 marks)

Assign marks for additional content-details, including references to what the candidate did or did not like (up to an additional 24 marks/ 12 content details) which may be from any Q-A.

Summary-writing skills and textual coherence – see marking scale below

Marks reward the ability to express/develop their ideas clearly, provide evidence of an ability to synthesise, demonstrate ability to distinguish main points from secondary details, comply with rubric (genre: e-mail, express likes and dislikes)

12-14 Ideas clearly / well expressed and well developed. Evidence of the following:

More than a translation: evidence of synthesis.

Some additional details.

Ability to distinguish main points from secondary details.

Structured as an e-mail.

Makes reference to likes, dislikes: critical response to interview

9-11 Written in sentences. Evidence of the following:

Contains some extra detail(s).

Material generally developed within a carefully planned framework.

Evidence of ability to differentiate main from secondary details.

Makes reference to likes and dislikes.

BUT

Need not be more than a translation / paraphrase.

May not show evidence of synthesis.

6-8 Written in sentences. Demonstrates three of the following:

• reference to additional details

• well structured piece of writing

• evidence of ability to differentiate main points from secondary details

• makes reference to likes and dislikes

3-5 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

- *makes reference to likes and dislikes*

1-2 *Written in sentences. No additional details. Limited ability to organise material and develop ideas. Structure lacks coherence. Limited reference to likes and dislikes.*

0 *So ill-organised and lacking coherence that no credit can be given.*

Q.3. Structuring extended discourse

Read through the following interview with Sergei Gurin. Match the questions with the appropriate answers. Insert the number of the appropriate question in the box beside its answer. (20 marks)

2 marks for each correct answer

10 x 2 = 20

1	В детстве, маленьким, я часто болел и родители решили отдать меня в секцию тхэквондо, чтобы укрепить мой слабый организм. На тренировках мне сразу понравилось, и я понял, что попал по адресу.
7	Да, спорт в Тверской области активно развивается, и география соревнований становится все шире. За эти 10 лет я объездил много городов, но посмотреть достопримечательности удается редко, потому что на соревнованиях времени еще меньше.
10	Конечно же, я брошусь ее спасать, разве можно пройти мимо девушки, которая нуждается в защите? Я сначала разберусь с бандитом и только потом вызову милицию.
3	Нет, не мешают. С первого класса я учусь на 4 и 5. Спасибо учителям, которые понимают, что спорт — это тоже большой труд.
2	Тхэквондо я начал заниматься одновременно с учебой, соответственно, тренируюсь уже 10 лет.
4	У нас вся семья спортивная. Папа занимался тяжелой атлетикой, мама 5 лет — плаванием, сестра 10 лет — танцами. Когда я езжу на соревнования, они всегда поддерживают меня, переживают.
6	Я его поддержу, потому что ребенок должен заниматься тем, чем он хочет сам, а не его родители.
8	Я люблю читать и, соответственно, отношусь к читающей половине. Больше всего мне нравятся фантастические романы.
5	Я считаю, что сначала надо встать на ноги, а уже потом думать о семье.
9	Я хочу стать экономистом, потому что, на мой взгляд, экономика — очень перспективная сфера, позволяющая сделать хорошее состояние и обеспечить семью. Но со спортом я тоже не расстанусь, он будет в моей жизни всегда — это точно.

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 text. Put the verbs in brackets into the correct form. All verbs are supplied in the infinitive of the appropriate aspect. No marks are awarded for incorrectly spelt words or substitute words.

TWO marks per correct form

15 x 2 = 30

If the word is mis-spelt/ transcribed, do not award marks.

Газета «Re:Акция» – монополия на молодого читателя России.

Материалы, которые **публикуются** в газете, **являются** интересными и актуальными для нашего читателя – активного, молодого, образованного. В газете **поднимаются** все темы, которые **волнуют** тех, кому до 25.

Один из основных принципов: «Все, что будет интересно молодежи, – на страницах нашей газеты».

Распространение

Тираж 100 000 экз. бесплатно **распространяется** по 27 городам РФ. Для того, чтобы найти газету, не нужно прилагать особых усилий. «Re:Акцию» можно найти на специальных стойках в вузах, кафе, клубах, кинотеатрах и других местах, где обычно **появляется** наш читатель.

Портрет нашего читателя

56% - **совершают** покупки не реже одного раза в неделю

88% - **имеют** мобильный телефон

21% - чаще одного раза в год **ездят** за границу

52% - регулярно **приобретают** книжные и музыкальные новинки

67% - **считают** необходимым быть в курсе всего нового в сфере товаров и услуг

Вкусы нашего читателя

82% - **посещают** кинотеатры, театры и выставки не менее 1 раза в 3 недели

62% - каждый день **ходят** в кофейни, бары или рестораны

54% - **считают** необходимым пользоваться услугами салонов красоты, фитнес-клубов и спортклубов.

70% - **ищут** информацию о надежных эффективных способах заработка

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).

Indicate which essay you are writing by supplying the essay title. (30 marks)

Напишите небольшую статью **по-русски** размером 50 слов на **одну** из следующих тем.

- i. Система школьного образования в РФ
- ii. Любимый русскоязычный писатель
- iii. Евровидение — 2009 в Москве
- iv. Российская Федерация
- v. Русские спортсмены
- vi. Русскоязычные средства массовой информации (СМИ) в Ирландии
- vii. Зимние олимпийские игры – 2014

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

Candidates are required to indicate which question they are answering. If a candidate does not indicate which question they are answering allocate content marks as follows:

- | | |
|-----------------|---|
| 1 POINT PENALTY | if the first sentence makes it clear what the topic is |
| 2 POINT PENALTY | if it only becomes clear in the second sentence what the topic is |
| 3 POINT PENALTY | if it only becomes clear in the third sentence what the topic is |
- etc.

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.

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 = ...

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.

<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.

Award 1 mark for each content detail/phrase/concept/idea. Ensure that at least ONE detail is provided from each of the categories A - D or A - E.

1. Interview

Your school was visited by a group of Russian school children. What questions did the Russian kids ask? How did you answer their questions? Give at least **five** questions and answers.

- A question 1: answer 1
- B question 2: answer 2
- C question 3: answer 3
- D question 4: answer 4
- E question 5: answer 5

2. NARRATIVE

Write about an episode from your childhood when an adult did something surprising. In your story include details about the following:

- A. where you were that day
- B. who was with you
- C. what happened
- D. how you felt at the end of the day

3. DISCUSSION

Sergei Gurin argues that: "Ребёнок должен заниматься тем, чем он хочет сам, а не его родители."

- A. Sergei Gurin's point of view
- B. whether you agree with Sergei or not
- C. why you agree/why you do not agree with Gurin
- D. your point of view

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 =

LEAVING CERTIFICATE EXAMINATION 2009

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 award marks for information contained within the question.
- If an answer is written entirely in Russian – award half marks. If an answer includes isolated elements (words/expressions) of Russian – do not penalise

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

Award two marks for each correct/relevant point.

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.

1. Who was Muslim Magomaev? Give **three** details. 3 x 2 = 6

Any three of: legend/ famous/ popular + singer + born in Baku/ Azerbaijan + winner of "Golden record" /winner of award in Cannes + starred in films/ actor + song writer + composer + lived in Moscow + died at 66

2. The Omsk district recently awarded 18 medals to mothers. Give **two** details. 2 x 2 = 4

Any two of: "Mothers' pride/glory" + rearing/raising/upbringing of children + traditional family values + birth-mothers or adoptive mothers + five or more children + no other awards + material assistance + 5,000R

3. The newspaper "Komsomolka" is promoting classical music. How is it doing this? Give **two** details. 2 x 2 = 4

Any two of: "Great composers" + CD + Tuesdays + work of Russian music + in all 20 CDs/records

4. What pictures have recently been exhibited in St Petersburg for the first time? Give **three** details. 3 x 2 = 6

Any three of: by Amedeo Modigliani + pencil/line drawings + of Anna Akhmatova + poet(ess) + they had a brief affair / fell in love + (date from) early XX century + in Paris

Award two marks for each correct/relevant point.

1.i. What is the primary function of the social network «Мой Круг»? Give **two** details. 2 x 2 = 4

Any two of: Russian-language + establishing of (business) contacts + maintaining of (business) contacts + finding colleagues/experts/employees + recommending colleagues/experts

1.ii. When was the social network «Мой Круг» first established? 2 x 2 = 4

18th November + 2005

2.i. In which **three** countries do most of the «Мой Круг» users live? 3 x 2 = 6

Russia + Ukraine + Belarus

2.ii. The text supplies four areas of specialization in which most users of «Мой Круг» work. Give details of **two** of these. 2 x 2 = 4

Any two of: IT/Internet/Telecommunications + Marketing/Advertising/PR + Education/Science + Finance/Banking/Investments

3. What other service does «Мой Круг» provide? Give **one** detail. 1 x 2 = 2

Any one of: find classmates + find college/university pals

Award two marks for each correct/relevant point.

1. Who is “Gigi” Ruf? Give **two** details.

2 x 2 = 4

Any two of: snowboarder + quiet youth + sportsman/team member/one of Buron Uninc + filmed by Absinthe Films + Austrian + from village of Au + began snowboarding in 91-92

2.i. Where did “Gigi” and his brother get their first snowboard from? Give **two** details.

2 x 2 = 4

Any two of: rented (board) + from uncle’s shop + one board between two/took turns with brother/shared with brother

2.ii. Who sponsored “Gigi”? Give **three** details.

3 x 2 = 6

Any three of: first = parents + then = a local/Austrian company + board producers + gave board and clothing + then he met company representatives

3.i. Apart from snowboarding what does ‘Gigi’ enjoy doing? Give **three** details.

3 x 2 = 6

Any three of: skate-boarding + swimming + BMX maneuvers + cooking + walking + reading + playing computer games + riding Mustang + hill walking + motorbike riding

SECTION IV

Biography

20 marks

Award two marks for each correct/relevant point.

1.i. Give **two** details about Solzhenitsyn's life before the war. 2 x 2 = 4

Any two of: born in 1918/born 11th December + born in Kislovodsk + studied maths and physics + studied at/graduated from Rostov university

Award one mark for each of : studied maths + physics

1.ii. Why was Solzhenitsyn sentenced to 8 years in a labour camp? Give **two** details. 2 x 2 = 4

Any two of: critical comments + about Stalin + in a letter + to a friend

2. Give **three** key events in Solzhenitsyn's biography in the period 1956 to 1974. 3 x 2 = 6

Any three of: taught (physics and maths in school) + wrote books + published 'A Day in the Life of Ivan Denisovich' + wrote open letter to Congress of Writers + campaigned against censorship + campaigned on behalf of writers (who had suffered during purges) + published *First Circle* + published *Cancer Ward* + was awarded Nobel Prize

3. Give **three** key events in Solzhenitsyn's biography in the period 1989 to 2008. 3 x 2 = 6

Any three of: published chapters from GULag Archipelago + had Soviet citizenship/passport restored (august/1990) + published his manifesto (1990) + returned to Russian (1994) + wrote "The Russian question at the end of the XX century" + wrote stories and political journalism + met President Eltsin (1994) + met President Putin (2000) + died 2008 (3 August) + died at 90 (years of age) + died at home

