



Coimisiún na Scrúduithe Stáit
State Examinations Commission

LEAVING CERTIFICATE 2010

MARKING SCHEME

RUSSIAN

HIGHER LEVEL

WRITTEN EXAMINATION

220 MARKS

Waivers: For those who have been granted a spelling and grammar waiver, errors in spelling and in certain grammatical elements 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: award NO marks (except in the listening comprehension where there is no penalty for answering in the wrong language)

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 write 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. Comprehension (50 marks) [38 + 12]

- *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.*

1. Give three details about where the heroine lived.

3 x 2 = 6

with mum/mother + in suburbs/near the town/outside the town/on the outskirts of town + beside/by/in the woods/countryside + away from public transport/bus routes/bus stops/poorly developed infrastructure

2.i. Who did the heroine meet on her way to her grandmother's? Give one detail.

1 x 2 = 2

hare + donkey + rooster /cock (or any spelling thereof) + bear (accept any plausible spelling) + (talking) animals + forest brigade/ patrol/ troop

assign one mark: forest gang

no marks: rabbit + horse + chicken

2.ii. Describe how she reacted to this meeting. Give two details.

2 x 2 = 4

she was scared + she was in shock + she understood that what she had learnt (in biology lessons/at school) was wrong/untrue/ OR a plausible reason for her shock: she hadn't realised animals could talk + she replied by introducing herself + she began a conversation

2.iii. How did the heroine respond to the warning she received? Give one detail.

1 x 2 = 2

she said there is no need to go in the forest if you are scared (of wolves) + she shrugged her shoulders/ she was dismissive (of their warning) + she didn't want to seem a coward/she let it be known she wasn't afraid/was not scared + (she pointed out that) she was not a baby/small girl/little child/that she was a big girl now + she was offended + she left/continued on her way

3.i. Why did the heroine forget about the good advice when she met the wolf?

1 x 2 = 2

the wolf called her a beauty + she blushed + because of the compliment/flattery

3.ii. What was the grandmother doing when the wolf arrived?

1 x 2 = 2

she was heating up/making/defrosting/cooking ("Morozko") pancakes/dumplings + she was brewing/making tea

assign one mark: she was cooking/preparing food

no marks: she had (already) come in from the shops/supermarket + baking cakes

4. Give three details about what happened after the heroine arrived at her grandmother's house.

3 x 2 + 6

the door was open/she found the door open + she entered + she approached the kitchen + she saw the wolf + she thought she was going to die/she prepared to die/was sure she would be eaten + the wolf surprised her + the wolf took/grabbed the/her cake (from her hands) + and ate it + the cake was past its use-by date/out of date + the wolf fell unconscious/to the ground/fainted/was poisoned/collapsed + Red Cap brought him to the first aid post/casualty/medical centre + they removed the grandmother (whole) from the wolf + Red Cap brought him to the hospital + he was diagnosed with (serious) food poisoning + (the next day) Red Cap bought another cake + Red Cap and the grandmother celebrated grandmother's birthday

assign one mark: she took ... to the hospital; the cake was expired; the wolf grabbed the tort;

assign no marks: the wolf had already eaten granny/the grandmother;

5. What details in this story remind you of a traditional fairy tale? What modern details have been added? Two marks are awarded for each correct detail.

7 x 2 = 14

Do not penalise candidates for interpreting the phrase 'a traditional fairy tale' in the questions as referring to the traditional fairy tale "Little Red Riding Hood".

Traditional fairy tale: language 'once upon a time' + basic motif 'girl named after red garment'/reminiscent of 'Little Red Riding Hood'/ motif: the special value accorded to things red in the Russian folk tradition + basic plot '(mother asks) girl to visit grandmother /girl to bring gifts/food to grandmother' + (need to pass through) forest + moral element 'she was an obedient girl' + animal helpers + animals talk + threat/ warning of danger + heroine forgets to/fails to heed warning + basic plot 'girl meets wolf' + basic plot 'girl gives wolf grandmother's address' + basic plot 'wolf goes ahead of girl to eat grandmother' + basic plot 'grandmother is cut free from wolf'/ they all lived happily ever after/happy ending + conventional (moral) attributes of animals (e.g. wolf bad; hare good) + conventional phrasing in folk/oral narrative (e.g. repetition such as *шла она, шла + вдруг увидела*)

assign one mark: where reference is made to the language of the traditional folk/oral narrative but where there is no example/illustration

Modern detail: Red Cap instead of Little Red Riding Hood + language 'prikol'naya'/'cool'/shock + home in suburb + city life + shop-bought cake + 'marshrutka' and bus + forest brigade + heroine reacts to artificiality of talking-animal convention + by noting that she was taught wrong in biology class + hospital + first aid post + brand-name/ready-made/"Morozko" pancakes + tea + concept of cake having gone out of date + diagnosis + (acute) food poisoning

There should be seven details in total, a minimum of two details from each category.

Language awareness

6 x 2 + 12

Award full marks if candidates supply an appropriate word from the text and put it into the required form. Award full marks if correct words are translated and supplied in English OR if appropriate words are selected from the text and supplied in the base/dictionary form (rather than the form supplied in the task).

1. Section 1

Give an example of a feminine noun in the instrumental case:

Give an example of a feminine noun in the dative case:

2. Section 2

Give an example of a reflexive verb:

Give an example of a plural noun in the dative case: **award 2 marks to all (there is no noun in the dative case)**

3. Section 3

Give an example of a masculine noun in the genitive case:

4. Section 4

Give an example of a feminine adjective in the accusative case:

Q.2 Summary writing (40 marks)

Q.2.1. Read the following blog. Write a summary in English of the content of each Section as instructed. Marks are awarded for relevant content and for summary-writing skills. $5 \times 8 = 40$

Award 2 marks for each of 3 details (up to 6 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.

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.) 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).

If a candidate fails to answer all sections/sub-section of a question, do not award more than 1 discretionary mark)

1. How did the author's visit to the Dolphin Centre come about and what was the cause of confusion at the beginning of the session? Give three details. $(3 \times 2)+2=8$

Q1: it was a (childhood) dream + to swim with dolphins (and even a whale) + it happened in (the) Moscow (dolphinarium) + it was a birthday present + she went with her husband +

Q2: the tickets said that visitors could choose which pool to use/the tickets supplied incorrect/misleading information + but nobody asked her/them/the visitors about their choice + when a girl asked (when and how to choose which dolphin to swim with) the staff/ colleague /trainer/ employee knew nothing about it/said s/he had never heard of such a thing

Answers must respond to BOTH questions

2. Give three details about the lead-up to the swim with the dolphins and white whale. $(3 \times 2)+2=8$

the vestibule episode + every participant can bring someone to film or take pictures + there was a (short) period of instruction + we put on swimsuits + (I/she/we/they) went to the (right) pool + (I/she/we/they) were probably very lucky + I understood that a bit later + (I/she/we/they) had come to visit two dolphins (Belka and Rameses) + and (Kasper) the whale + she was upset + because she hadn't planned to swim with a whale + because Kasper is very big/looks scary + the trainer asked them to get into the water + the water was salty + the water was not very cold + they did not wear wetsuits

3. Give three details about how the first half of the session was spent. $(3 \times 2)+2=8$

they got to know/met the dolphins + the dolphins gave them a ride + we swam off to the other side + the dolphins obeyed a command + the dolphins came over + the dolphins chose the person to whom they would like to give a ride + they had to take/hold onto their/the dolphin with one arm behind the dorsal fin/ by the/his back + and hug it with the other + and if it was the whale they had to take it by the side fins + then they rode around again + this time on two dolphins at once + all around the edge of the pool + again holding by the fins + the dolphins played (like children)

Assign no mark for: dolphin's tale

4. Give three details about the second half of the session with the dolphins and white whale. (3 x 2)+2=8

after a few rides + we started to try to take a ball from the dolphins + (of course) this can be done only if the dolphin wants it + Kasper was the most friendly + Kasper was the most playful + Kasper especially liked the ball game + (if Kasper wanted) he would bring the ball right into someone's hands + (of course) 40 minutes flew past unnoticed/the time went quickly + it was hard to say goodbye (to the dolphins)

5. Give three details about how we know that the author enjoyed herself. (3 x 2)+2=8

+ (of course) 40 minutes flew past unnoticed/the time went quickly + it was hard to say goodbye (to the dolphins) – **from section 4**

she could not put her feelings into words/she had no words + (as her husband had said) dreams must come true + she still can't believe it happened/her dream came true + it was her wished-for dream/cherished wish + she watches the recording sometimes + she feels very strongly/freezes + she describes dolphins as extraordinary/very dear/loving creatures

assign 1 mark: she is/was incredible

Language awareness

1. Verb infinitives

Give one mark for each correct answer.

5 x 1 = 5

имеют	иметь
выбрались	выбраться
поняла	понять
создалось	создаться
стали	стать

2. Find five words that relate to the theme of swimming. Give the words in Russian.

There is a problem with the wording of this question: no indication is given as to where the students are to look for/find five words relating to swimming. Award 1 mark for words relating to swimming (but not sailing/boating).

Give one mark for each correct answer.

5 x 1 = 5

бассейн подплывать
вода
гидрокостюм(ы)
дельфин(ы)
дельфинария
катание
кататься
костюм
отплывать
плавание
плавать
плавник(и)
пльвун

Q.3 Structuring extended discourse

2 marks for each correct answer

10 x 2 = 20

7	В детском лагере «Отдых + English» работают учителя языковой школы ВКС-International House. Они приезжают со всего мира и у каждого из них есть тот или иной международный сертификат, позволяющий преподавать детям английский как иностранный.
8	Возможны небольшие домашние задания, например, загадки, кроссворды и т.п. Кроме того, большая часть неформального общения вне классов тоже идет на английском, ведь наши преподаватели не говорят по-русски!
3	Для детей, приезжающих к нам на каникулы, необходима санаторно — курортная карта (указываются прививки и перенесенные заболевания, всё заверяется врачом), копия медицинского полиса и справка о контактах (справка об эпидокружении).
5	Конечно, это необходимо для того, чтобы мы могли подобрать ребенку учебную группу его уровня и занятия были бы более эффективными, обучение — более комфортным.
1	Кроме изучения английского языка с профессиональными преподавателями дети могут кататься на лошадях, пользоваться теннисным кортом, сплавлиаться на байдарках и постоянно общаться на английском - какой пионерский лагерь мог бы предоставить такие возможности?
4	Лучше всего внести полную сумму в рублях не позднее, чем за две недели до заезда. По вопросам безналичной оплаты обращайтесь к менеджерам программы.
2	Осенью 2009 года пройдет 31 выездная программа детского языкового лагеря в Подмоскowie. Около 45% наших школьников приезжают к нам несколько раз в год.
10	Осенью смена длится одну неделю, поэтому родительского дня нет. Но, конечно, это не значит, что вы не можете приехать к ребенку в какой-то другой день. Более того, при желании вы можете забронировать номер в доме отдыха ВКС-КАНТРИ и отлично отдохнуть, находясь при этом недалеко от своего ребенка.
9	Основных критериев для формирования учебных групп два: это уровень владения языком и возраст ребенка.
6	С детьми постоянно находятся вожатые или учитель. Дети не будут предоставлены сами себе: им предложат интересную и насыщенную развлекательную программу. В нее входят концерты, конкурсы, экскурсии, дискотеки, КВН и многое другое.

Section II Grammar, Language Use and Guided Writing [100 marks]

Q.1 Read through the following text. Put the words in brackets into the correct form. (30 marks)

TWO marks per correct form $15 \times 2 = 30$

In this exercise answers are either right or wrong:

- *If the word is mis-spelt/ transcribed, do not award marks.*
- *Do not award marks if Upper Case or Lower Case are used inappropriately. If in doubt compare initial letters of **языку** and **январе**.*

Как поступить в британский вуз, рассказывает Ксения ДИДЕНКО, специалист по развитию связей Великобритании - Россия в области образования из Британского совета:

- *Есть ли в вузах Британии вступительные экзамены?*

- Нет. Все решается на основе документов, которые вы присылаете в вуз. В каждом университете или колледже свои критерии, поэтому лучше связываться с выбранным учебным заведением напрямую и уточнять, какие бумаги нужны.

- *Насколько хорошо надо знать английский?*

- Для поступления необходимо сдать один из международных экзаменов по английскому языку: IELTS (результат не ниже 5.5 - 6.5) или TOEFL (550 - 600 баллов).

- *Можно ли поступать, окончив в России полную среднюю школу?*

- Сразу после школы не получится, так как системы образования наших стран различаются. Придется сначала окончить подготовительные курсы. Они могут называться Foundation, Access или Bridging и длиться обычно один учебный год (30 - 34 недели). Есть также ускоренные шестимесячные курсы, которые начинаются в январе [NB no capital letter!]. В Шотландии, кроме этого, существует специальная программа базовой подготовки (International Foundation Programme Scotland, IFPS), обучение может длиться 9, 12 или 15 месяцев.

- *Реально ли получить грант или стипендию на учебу?*

- Конечно. Есть несколько возможностей:

- гранты на обучение от университета/университетов;

- особо талантливым молодым людям гранты могут давать Министерство образования Великобритании (www.universitiesuk.ac.uk/ors) и Минобрнауки России;

- гранты коммерческих и общественных организаций.

- *Если ребенок учится в Великобритании, могут ли родители приехать к нему в гости? Как получить им визу?*

- Безусловно! С требованиями подачи документов на визу можно ознакомиться на сайте Британского визового центра

Q.2. Cultural Awareness

Write a short essay (**50 words**) in **Russian** on **one** of the following topics. Write **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)

- i. Как русские школьники проводят летние каникулы
- ii. Русская народная культура
- iii. Пионерская организация
- iv. Иностранные языки в Российской Федерации
- v. Вузы в Российской Федерации
- vi. Спорт в Российской Федерации
- vii. Отдых в Российской Федерации
- viii. Русский язык в Ирландии

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).

Award two marks for each relevant content detail (up to a maximum of 10 marks).

Candidates are required to indicate which question they are answering. If a candidate does not indicate which question they are answering deduct ONE penalty mark from the overall content score.

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 [excepting where a penalty mark has been deducted and brought the content marks down to 5], 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 (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.

<p>C = ...</p> <p>E/ lower E = ...</p> <p>Total = ...</p>

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 - F) 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, A - E or A - F.

1. LETTER

Write a letter to book a place in a summer school. In your letter give the following details:

- A opening /closing the letter
- B personal details
- C why you have selected that summer school
- D how you heard about the school
- E the dates that would suit you
- (F additional relevant information)

2. NARRATIVE

i. Write an account of a dream that came true.

- A what was your dream?
- B how long had you hoped it would come true?
- C when did it come true?
- (D additional relevant information)

ii. Write your version of a famous fairy tale.

- A opening
- B development
- (C additional relevant information)
- D closure

iii. Write about an episode from your childhood when you went to visit a relative.
Include:

- A how you got there
- B who was with you
- C some things you did (give 3 details)
- D how you felt when you got home
- (E additional relevant information)

3. DISCUSSION

- i. Is English enough?
 - ii. Should animals be kept in confinement for our amusement?
 - iii. School holidays are too long!
- A why the proposition/question is legitimate
 - B that/ why you agree; that/why you disagree
 - C evidence/argument to support point of view
 - D conclusion

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 =

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.
- Accept answers written in Russian.
- The examiner should not have to second guess what the candidate is thinking (e.g. 'circle concurs' for 'circus competition/contest'. Where a speaker of English who does not understand Russian would have difficulty deciding what the English means, do not award marks.

Award two marks for each correct/relevant point.

SECTION 1

1.ii. Who will visit Yaroslavl during its jubilee year? Give two details.

President of Russian Federation/Russia + members of the (RF/Russian) government/Russian politicians/ political leaders + heads of foreign states + heads/leaders of Russian regions + leading national and international companies + 1,5 million tourists
(accept in excess of 1 million tourists)

award one mark: many tourists

2. Give two details about the event scheduled for 3-6 September in Moscow.

Festival/competition/contest + (young) circus (artists) + Garden/coloured (or any plausible translation of Tsvetnoy)/ Tsvetnoy boulevard + international/from all over the world/from ANY TWO OF: Canada/ Ukraine/ Kazakhstan/ USA/ Hungary / France / Belarus /Russia + c.100 participants

3. Give two details about the sofa-bed which the Norwegians have just made.

Longest/biggest in the world + 800m (long) + 1.5 thousand people can sit on it/it can fit 1.5 thousand people on it + ecologically clean + made from biodegradable materials/will not pollute

award one mark: many/500/1000 people can sit on it at once + 8?? M long

4. What is the lottery winner going to do with his winnings? Give two details.

Buy an apartment (for his family in St Petersburg) + buy his sister somewhere to live (in Armenia) + buy his parents a car + open a chain of shops (in St Petersburg)

Award one mark: open a shop

SECTION II

Biography

20 marks

1. Give three details about Maruf's childhood and education.

Born in 1982 + working class family/parents + in/from Pamir/Gorno-Badakhshanskiy autonomous region/Tadjikistan + spent childhood there + moved to Nurek/town + where finished school + in 2000 + took part in/sang in a choir + folk ensemble + went to Dushanbe institute of art + studied music (and singing) + began working in the theatre

2. What did Maruf and his companions record on video? Give two details.

Original + Tadjik/folk/secrets of + (national /ethnic / folk) dances + fantastic + (girl) dancers + traditional music(-ians) + their travels/trip/expedition

3. Why did Maruf decide to go to the United States of America? Give two details.

Had met a girl + called Alya + of Iranian-US origins + wanted to meet her parents + get to know Alya better + get to know Alya's life + go to College

4.i. What is Maruf studying at present? Give two details.

English + acting/ to be an actor/ drama/ theatre studies + music

4.ii. What are Maruf's plans for the future? Give one detail.

To study music (seriously)/ to become a serious musician + learn to play the Afghan/rubabe//stringed/instrument + take lessons from/work with a musician living in California

SECTION III

Interview

20 marks

1.i. The Spartak stadium is being branded as the best in Moscow. Give three details.

Comparable to/ up to the spec of/ as good as/ better than Luzhniki and Lokomotiv + large number of access passages/ ease of access/ good access design/ safety + large number of parking spaces/ good parking facilities / 4000 parking spaces + VIP parking + underground (re VIP parking) + 350 spaces (re VIP parking)

1.ii. Why will the stadium have an open roof? Give one detail.

Sun (rays)/light + (fresh) air + high quality grass

2. What facilities will the new stadium provide? Give three details.

Business rooms/ lodges/ corporate entertainment + restaurants + view of the football pitch + special seating/ facilities for disabled/wheelchair access + conform to FIFA regulations

3.i. What competitions will take place in the stadium? Give two details.

football + Russian championship and Cup matches + League of Champions + UEFA cup + international matches + any sport/indoor games

Award no marks: World Cup

3.ii. How much will this project cost?

150 million euro

award one mark: million euro

SECTION IV

Advertisement

20 marks

1. Give four details about the offer in this advertisement.

Collection of films + 47 (films) + with (Jean Paul) Belmondo (*ignore the spelling*) + legendary/famous/ well-loved actor + DVD format + 18 discs + well loved (films) + French (films/movies)

2. What instructions are given about payment. Give four details.

Cost is 3600 rouble + post office/ postal order/order supplied by post + supply name + surname + address + postal index + phone + by e-mail

3. Give two details about the quality control assurances.

2 operators/twice + check + all discs + for readability + before sending + good quality + official/not pirated/ not fake/ not bootleg / originals

