



Coimisiún na Scrúduithe Stáit
State Examinations Commission

LEAVING CERTIFICATE 2011

MARKING SCHEME

RUSSIAN

HIGHER LEVEL

WRITTEN EXAMINATION

220 MARKS

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

NOTES:

The examiner should not have to second guess what the candidate is thinking. Where the examiner has difficulty deciding what the English means, do not award marks.

Do not forget to comment in your examiner's report at the end of the marking about problems with the quality of English impeding comprehension (if that is the case in a significant number of scripts)

Reasonable Accommodation: 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.

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.
1. 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.
 2. 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]

Q.1. Comprehension [50 marks: 36 + 14]

- *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. i What are Misha and Lena doing when they meet? Give **two** details. (Section 1)

2 x 2 = 4

assign full marks: Misha and Lena/they are both (out) walking

assign two marks: Misha: walking + along street + looking at houses; Lena: going to / on way to shop + (for) bread [**candidates are required to supply a minimum of one detail about each**]

no marks: they enter into conversation

1. ii Why is Misha so upset to have met Lena? Give **three** details. (Section 1)

3 x 2 = 6

assign two marks: they meet at school/they go to same school/they go to school together + they are in same class + they meet/see one another in the yard/courtyard/outside apartment + they meet/see one another on a regular basis/every day/ he is sick of her because they have to meet a lot + (they are) neighbours/they live near one another in Moscow/ they live in same apartment block/building + they have neighbouring dachas/their parents have bought neighbouring dachas/country houses + they meet on holidays + their parents are friends/ due to friendship between families + he doesn't like Lena/he doesn't find Lena interesting

assign one mark: they spending a lot of time together (no reference to home, yard or school) + they live in the same house + his parents moved close to her on purpose + because she's now his neighbour

no marks: Misha claims that Lena is not normal, unlike her family – misunderstanding of the concept of 'normalness'

2. i Oleg is Misha's friend. Give three details about him. (Section 2)

3 x 2 = 6

assign two marks: Oleg is sound/a good thing/a great guy/ a cool boy + he is (very) bright/intelligent/ brainy/smart + he reads (a lot)/likes reading + (likes) fantasy/science fiction/scifi (literature/books)

no marks: *fantastic*

2. ii Alexander Belyaev is an author. Give **three** details about the books that he writes. (Section 2)

3 x 2 = 6

assign two marks: fantasy/science fiction [*if not assigned in 2.i.*] + novel(s) + *The Head of Professor Dowell/Professor Dowell's Head* + scientist worked out how to make + (about) head (which lives) without a body /talked and thought + frightening/scary (book) + *Amphibian Man* + about man who breathes/lives like a fish + about man who lives under/in water + interesting + sad

3. i How does Lena feel on hearing what Misha is doing there? Give two details. (Section 3)

2 x 2 = 4

assign two marks: Lena is upset/unhappy/disappointed/angry/annoyed/not happy + Misha is her neighbour again/ not Misha (again)/not here too!/ + horrible/ terrible/ nightmare + why is Larissa/her friend not here?/not a neighbour? + why did Larissa's/her friend's parents not buy the neighbouring dacha/country house?

assign one mark: thinks Misha is a boring type

3. ii Give **three** details about Larisa. (Section 3)

3 x 2 = 6

assign two marks: Lena's friend + (very) interesting + dances/does ballet + goes to theatre + knows a lot about actors + knows a lot about ballet + told Lena about Galina Ulanova/ great Russian ballerina

4. i Lena thinks about Galina Ulanova's story and concludes that talent is not enough. What else is needed to succeed in life? (Section 4)

1 x 2 = 2

assign two marks: (hard) work/effort

4. ii. What firm decision does Lena take? (Section 4)

1 x 2 = 2

assign two marks: not to play with Misha

no marks: Misha doesn't get good marks because he is lazy (rather than stupid)

Language awareness

14 marks

Verbs: Supply the infinitive/dictionary form /инфинитив of the following verbs from Section 1 (6 marks)

AWARD ONE MARK FOR EACH CORRECT ANSWER

Do not award partial marks. Answers are either right or wrong, for instance, do not accept **пойти** in response to question (i), **нравится** for question (v), **забывать** for question (iv).

- | | | |
|------|----------|------------------|
| i. | пошел | пойти |
| ii. | вижу | видеть |
| iii. | живет | жить |
| iv. | забыл | забыть |
| v. | нравятся | нравиться |
| vi. | дружат | дружить |

Cultural awareness: Select **two** of the words listed below and give **two** details explaining each of them. (8 marks)

1. дача
2. двор
3. дом

AWARD TWO MARKS FOR EACH CORRECT DETAIL (A MAXIMUM OF TWO DETAILS PER WORD)

Accept answers in both/either language

Q.2 Summary writing [50 marks: 45 + 5]

Summary writing 45 marks

Write a summary in **English** of the content of each Section as instructed. Marks are awarded for relevant content (a minimum of **5** details) and for summary-writing skills, the structuring of your answer, and your ability to differentiate essential information from secondary details.

*Award 2 marks for each of 5 details – whether main or secondary - (up to 10 marks)
AND 1 (OR IN THE CASE OF A PARTICULARLY WELL ANSWERED
QUESTION 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 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 a discretionary mark)

Section 1

How did the writer end up spending two years in two English boarding schools? Give **five** details..

main points: an all girls school/no boys + shock/horror + two years later + at first opportunity + without compromising education + transferred to mixed school

Secondary details: when she was 15/finishing 9th class + decision to go to school in England was spontaneous/ unexpected/sudden + parents asked was I on + I was happy to go + parents asked me to find agency + parents went to England + looked at schools + ... able to compare two different + but typical (schools)

Section 2

Anna describes how the British educational system differs from the Russian one. Give **five** details.

Main points: exam system + number of years spent in education (13) + school leaving age (minimum school leaving age = 16 + age of 18-9) + categories of subjects + assessment procedures (essays & other types of continuous assessment/projects)

Secondary details: names of exams : GCSE and GSE + subject categories [**all four categories are required to obtain 2 marks**]: science; essay-based subjects; languages;

art + subjects in which there is no continuous assessment/project work (maths and advanced maths) + **[a maximum of two marks for supplying lists of subjects within categories]**: subject within categories: science (maths, physics, chemistry, biology, advanced maths, geography, psychology); essay-based subjects (history, literature, economics, classical civilisation, politics, business, media studies); languages (Latin, French, Spanish, German, Italian, Russian, Chinese, Japanese); art (drawing, drama, craft, photography)

Section 3

Apart from classroom learning, what activities do British boarding schools support? Give **five** details.

Main points: sports/ easy for boys + not as straightforward/limited choice for girls + sports associated with different seasons + entertainment/leisure activities + themed non-uniform days (for charity) = pay a £ and wear a costume associated with the theme + snowball fighting and sledging + going to away matches

Secondary details: any two of sports for boys: football, tennis, hockey, rugby, cricket, swimming, gym + sports for girls (hockey, netball) + seasons = autumn and winter & spring & summer + tennis in the summer & cross-country all year round + leisure [**assign one mark for each correct detail, up to a maximum of 4**] = for fashion shows for charity & school plays & concerts & discos & celebratory dinners + students play musical instruments + students sing in choir

Section 4

What benefits has Anna derived from studying in British schools? Give **five** details.

Main points: opened her eyes/broadened her experience /will be invaluable in the future + most important: increased awareness of how others live, of other's traditions and values + adaptation to a new system + not compromising self/staying or remaining who she was + friends live all over the world + access to best universities in the world + a new view of/take on the world

Secondary details: unrepeatable/once-off life experience + invaluable = English-language skills + independence/self-reliance + interaction with people from all over the world + questions: where does she belong? + whole world opens up before her

Language awareness**Q.2.1. Language awareness**

Match the words, which are all selected from the first paragraph of the text, with the names of parts of speech. Insert the appropriate number in the left-hand column of the table entitled WORDS.

AWARD ONE MARK FOR EACH CORRECT ANSWER.

4	НИХ
2	знание
5	ГОВОРИТЬ
1	ОСНОВНЫМИ
3	ВМЕСТО

Q.3 Structuring extended discourse*2 marks for each correct answer, unless indicated otherwise**10 x 2 = 20*

6 5 = 1 mark 8 = 1 mark	Буду поступать на актёрско-режиссёрский факультет. Пока я склоняюсь больше к кино.
4 3 = 1 mark 10 = 1 mark	Есть немного))))))
7	Конечно. Сейчас очень увлечён игрой на гитаре, недавно освоил и электрогитару. Люблю на скейте кататься, на велосипеде, как все мальчишки.
8 6 = 1 mark	Недавно ездил с родителями на рыбалку. Сейчас в планах съездить в Питер, я очень люблю этот город. С удовольствием проведу время на даче.
1	С 3-х лет по инициативе родителей я попал в модельное агентство. Там постоянно проводились кастинги на рекламу. На одном из них меня отобрали на рекламу шоколада.
2	Со мной на съёмочной площадке всегда мама. В перерывах между командой «Мотор» мы делаем с ней уроки. Пропусков в школе много, но я сдаю все контрольные и самостоятельные работы. Мама мне очень много помогает!
10	У меня замечательные друзья, они всё прекрасно понимают. Правда бывает, что иногда не попадаю к кому-то из них на день рождения, по той простой причине, что в этот день у меня съёмки. Но что делать, работа есть работа!
3	Я люблю Андрея Миронова, считаю, что он был очень талантливым человеком. То же самое могу сказать о Патрике Суэйзи.
9	Я обожаю сидеть в Интернете. Люблю поиграть в он-лайн игры. С радостью общаюсь на социальных сайтах. Кстати, отвечаю на вопросы зрителей у себя в гостевой на моём официальном сайте: www.siguev.ru
5 2 = 1 mark	Я уже давно не работаю в театре. Не получилось совместить театр, кино и учёбу.

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 x 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 Амстердаме and августа.*

Настя родилась 23 октября 1991 г. в Киеве, где и живёт по сей день. Несколько лет посещала художественную студию, любит заниматься плаванием и рисованием. Два года подряд училась в модельной студии 'Карин'. На кастинг студии 'Байрак' попала случайно, и после успешного прохождения отбора начала сниматься в кино. С 2002 г. снялась в четырёх фильмах режиссера Оксаны Байрак. После первой исполненной роли в кино твёрдо решила стать профессиональной актрисой. Планирует поступать на актёрское отделение специализированного вуза/ВУЗа.

Евротур. Амстердам

Во второй половине августа этого года мы с Наташей отправились в 17-ти дневный евротур по маршруту Москва-Амстердам-Париж-Венеция-Рим-Москва.

Началось путешествие тремя днями, проведёнными в Амстердаме.

Мы с Наташей спали и завтракали в прекрасном хостеле Amsterdam Hostel Centre, который я смело могу рекомендовать. Приятный персонал, удобное расположение в 15-ти минутах от центра, неплохой завтрак, бесплатный wi-fi по всей общаге, уютные 10-ти местные номера и прекрасный вид из окна на Leidsekruistraat.

Я не мог упустить возможность проехаться на велосипеде по городу, так что мной был взят на несколько часов байк напрокат.

Покидая Амстердам, отметили, что 3 дня не так уж и мало для первого знакомства.

Из Амстердама отправились в Париж ночным автобусом, так что продолжение следует ;)

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)

1. Russians abroad / Русские за границей
2. The Russian education system / Система образования в РФ
3. Russian culture in the XXI century / Русская культура в XXI веке
4. in Russia / Спорт в РФ
5. Tourism in Russia / Туризм в РФ
6. The family in Russia / Семья в РФ
7. Housing in Russia / Жильё в РФ

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.

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.

<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 - E) 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 - C, A - E.

1. FACEBOOK

- A. What your interests are?
- B. What you enjoy doing?
- C. Where you like going?
- D. & E. Talk about two-three of the photos you have posted.

2. BLOG

- A. Who you were with?
- B. Where you went?
- C. What you did?
- D. Where you stayed?
- E. What you most enjoyed?

3. INTERVIEW

- A. Q & A 1
- B. Q & A 2
- C. Q & A 3
- D. Q & A 4
- E. Q & A 5

4. DISCUSSION

- A. Where might you send a child to school?
- B. Why? What are the advantages?
- C. Why not? What are the disadvantages?

Re assigning content marks for question 4:

1. Where material in the essay is directly lifted from the second comprehension text – award no marks for content.
2. Where an effort is made to change verbs/ summarise/ adapt 2 content marks for each detail (e.g. reference to the benefits of sending a child away to school in terms of L2 proficiency (2), self-reliance (2), increased awareness of/respect for diversity and otherness (2), ...); penalise errors on the expression side.

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 form 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 I

News in brief

20 marks

1. Why is Viktoria Komova famous? Give **two** details.

TWO OF: at age of 15 + became heroine/hero of junior/youth Olympics (in Singapore) + gymnast/gymnastics + won 3 gold + 1 bronze + for Russia + in 2010
Award **one** mark for: became heroine/hero of Olympics (in Singapore)

2. School children participated in an international music festival in Paris. Name **two** of the countries which they represented.

TWO OF: France + Italy + China + Korea + countries of Commonwealth of Independent States / CIS + Russia

3. Give **three** details about Jackie Evancho.

THREE OF: 10-year old + participant on TV show America's Got Talent + created a furore/new sensation + got standing ovation + 2nd child (of 4, of Michael and Lisa) + lives in/ from Pittsburgh (Pennsylvania)

4. i. What did Bono give to President Medvedev?

ONE OF: a number of discs/ his albums + recordings/some of his music

4.ii. What did Bono and President Medvedev do in Sochi? Give **two** details.

TWO OF: talked about music + talked about Led Zeppelin + sat at a table + drank (a cup of) tea + chatted (on various subjects) + went for a walk (along the Black sea shore)/went to the beach

SECTION II

Interview

20 marks

1. According to President Mary McAleese how has Ireland changed over the past 20 years?
(Give **two** details)

TWO OF: was a poor/third-world country/was poor + now a wealthy state/now is rich + invested in education/human resources + because of this made great leap forward

2. On what basis does President McAleese claim that Russian is Ireland's second language? Give **two** details

TWO OF: 200,000 people (in Ireland) speak Russian + out of total population of 4 million + in past 10 years 50,000 immigrants from Russia + many from Baltic States

3. i. What do Russians know about Ireland? Give **two** examples.

TWO OF: singer/ Bono + Guinness/ beer + Jameson /whiskey

3. ii. What image of Ireland would Mary McAleese like Russians to have?
Give **two** details.

TWO OF: excellent cooking/food + traditions + literature + poetry + young nation + good/clean ecology + welcoming to immigrants/immigrants feel comfortable + many Irish like things Russian (literature, theatre, ballet)

3. iii. According to Mary McAleese, what happened in the 1980's? Give **two** details.

TWO OF: investment in education + young graduates + need to emigrate + high unemployment + decided to stay + wanted country to develop/ grow/ blossom + and it did

SECTION III

Advertisement

20 marks

1. Give **three** details about the 'Young Cosmonaut' children's camp.

THREE OF: outside Moscow/in Moscow region + in beautiful/ forrested (place/location) + large/ well maintained territory + sports grounds + football field + open/summer stage + library + security staff + age profile from 7 to 15 + length of programme 21 days

2. i. Give **two** details about the children's diet in the camp.

TWO OF: 5 times (a day) + in dining room + high calory + dairy + meat + fish + vegetables + fresh fruit + juice + baking + sweets

2. ii. Give **one** detail about accommodation in the camp.

ONE OF: in one-storey / brick buildings + in rooms: beds/cupboards/wardrobe/bedside tables/lockers

Award one mark for: bed(s) / cupboards/wardrobe / bedside tables /lockers

3. Give **four** details about the programme of activities in the camp.

FOUR OF: culture + entertainment + sport + competitions + games + celebrations + festivals + relays/races + quizzes + discos + films + sport clubs + other clubs

SECTION IV

Biography

20 marks

1. i. When and where was Dasha born? Give **two** details.

TWO OF: 17th May + 1992 + in Moscow

1. ii When did Dasha's life in the theatre begin?

ONE OF: at age of 2 + attended mother's rehearsals + took part in shows

2. Name **two** of Dasha's talents.

TWO OF: perfect pitch/ good ear/ good hearing for music + good memory + dance + singing + learnt difficult pieces

Give ONE mark for: good/absolute hearing + music

3. Dasha was cast in the role of Tessa in the musical 'Annie'. What other people, or groups of people, were involved in that production? Give **two** details.

TWO OF: six other/seven girls + famous director/Nina Chusova + (many) famous actors + ballet /Russian seasons + choreographer /Nicholas Androsov

4. i. What professions has Dasha tried? Give **two** examples.

TWO OF: modelling + TV presenting/presenter + audio recording/reader

Give ONE mark for: TV programme/show

4. ii. What type of college is Dasha hoping to attend?

ONE OF: theatre institute/drama college

