



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2013

Marking Scheme

Russian

Higher Level

Note to teachers and students on the use of published marking schemes

Marking schemes published by the State Examinations Commission are not intended to be standalone documents. They are an essential resource for examiners who receive training in the correct interpretation and application of the scheme. This training involves, among other things, marking samples of student work and discussing the marks awarded, so as to clarify the correct application of the scheme. The work of examiners is subsequently monitored by Advising Examiners to ensure consistent and accurate application of the marking scheme. This process is overseen by the Chief Examiner, usually assisted by a Chief Advising Examiner. The Chief Examiner is the final authority regarding whether or not the marking scheme has been correctly applied to any piece of candidate work.

Marking schemes are working documents. While a draft marking scheme is prepared in advance of the examination, the scheme is not finalised until examiners have applied it to candidates' work and the feedback from all examiners has been collated and considered in light of the full range of responses of candidates, the overall level of difficulty of the examination and the need to maintain consistency in standards from year to year. This published document contains the finalised scheme, as it was applied to all candidates' work.

In the case of marking schemes that include model solutions or answers, it should be noted that these are not intended to be exhaustive. Variations and alternatives may also be acceptable. Examiners must consider all answers on their merits, and will have consulted with their Advising Examiners when in doubt.

Future Marking Schemes

Assumptions about future marking schemes on the basis of past schemes should be avoided. While the underlying assessment principles remain the same, the details of the marking of a particular type of question may change in the context of the contribution of that question to the overall examination in a given year. The Chief Examiner in any given year has the responsibility to determine how best to ensure the fair and accurate assessment of candidates' work and to ensure consistency in the standard of the assessment from year to year.

Accordingly, aspects of the structure, detail and application of the marking scheme for a particular examination are subject to change from one year to the next without notice.

WRITTEN EXAMINATION

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 penalized. 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)
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When it should be Russian:	award NO marks
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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)

- *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. The narrator received a phone call from Nikolai on Saturday evening. Give two details about this phone call.

2 x 2 = 4

assign two marks: at 6 o'clock + his friend(s) wanted to call over / stay with him / visit + his friend(s) had landed/arrived in Sheremetyevo / Moscow airport + his friend(s) wanted to know whether he was at home + what he was doing

assign one mark: his friend had arrived

no marks: in the evening

1.ii. Give two details about Nikolai's relationship with the narrator.

2 x 2 = 4

assign two marks: they were old friends + school friends/ school mates / they had known one another from school / they went to the same school + they were best friends + they attended school 207 + they shared a school desk

assign one mark: they were friends

1.iii. Nikolai's family moved to St Petersburg. Give one detail explaining the move.

1 x 2 = 2

assign two marks: Nikolai's father got a job (offer/opportunity)/ promotion/ it was a once in a lifetime opportunity + head doctor / medical chief / main doctor / head of medical team

2.i. When and where did Nikolai and Natasha first meet. Give two details.

2 x 2 = 4

2.ii. When and in what context did Nikolai and Natasha's romance begin to blossom.

Give two details.

2 x 2 = 4

Accept any details listed below in answer to either question.

assign two marks: at university entrance/matriculation examinations + at maths examination + in St Petersburg University + in 2001 + Nikolai was struggling with a maths question/problem in the exam + Nikolai looked around the exam hall + he saw a girl/ Natasha in the exam hall + it was love at first sight

assign two marks: at/in university + they were together in a student / youth theatre (club) + they had a lot in common + in fifth year (of their studies)

assign one mark: a long time ago + in 5th [course (sic)]

3.i. How did they all spend their first evening together? Give one detail.

1 x 2 = 2

assign two marks: they chatted + had dinner / had something to eat + went to bed

3.ii. Give details about two places Nikolai and Natasha went the following day. (6 marks) 2 x 3 = 6

assign two marks: Moscow tour + panoramic view of city/ Moscow + from the 23rd floor / top of + the university + Tretyakov/art Gallery/museum + Kuskovo + palace/ Hermitage/old church/ conservatory/ grotto + bookshop

assign one mark: a gallery/ museum + visited the university

3.iii. Why was Nikolai's visit so short?

1 x 2 = 2

assign two marks: they/he had to (get back to) work (the next day/ Monday)

4.i. How had the narrator spent his day? Give two details.

2 x 2 = 4

assign two marks: got up late + talked on the phone + read a book/ adventure novel + watched children playing volleyball / in the yard + his sister visited/ Nadezhda visited + they chatted + had lunch + wanted to visit exhibition but didn't make it + watched television (all/that) evening

assign one mark: watched a movie + watched an interesting (...)

4.ii. What did the narrator promise himself after his visitors had left?

Give two details.

2 x 2 = 4

assign two marks: spend his free time wisely/ sensibly/ productively/ better/ not to waste his free time + take a week off + go sightseeing in the outskirts/environs/surroundings of Moscow + go to Kolomenskoe + visit Russian historic places

assign one mark: spend free time + visit Moscow

1.2. Language awareness

Verbs: Supply the infinitive/dictionary form /инфинитив of the following verbs from the text.

Give one mark for each correct answer.

6 x 1 = 6

Do not award marks where the infinitive is in the incorrect aspect.

появился

появиться

зазвонил

зазвонить

ходили

ходить

занимаешься

заниматься

переезжают

переезжать

предложили

предложить

1.3. Select two of the words / phrases listed below and give two details in English / Irish or Russian explaining each of them.

Assign 1 mark for each relevant detail 2 x 2 = 4

1. Церковь

2. Третьяковская галерея

3. Санкт-Петербург

Q.2 Summary writing (50 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. **4 x 10 = 40**

Award 2 marks for each of 4 details (up to 8 marks) AND 2 discretionary marks 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. The author discusses collecting as a hobby. Give four details?

(4 x 2) + 2=10

Main points: everyone has collected something at some stage / time + one can collect anything / one thing or many things + one can stop and start + TWO OF: stamps (do not assign marks for 'marks'; assign half available marks for 'postage'), coins, money, films + what you collect is a matter of personal choice/ preference + some things are useful to collect + collecting stamps could be useful + books are useful to collect if one reads them
Secondary details: those who like music can collect discs/ posters/ concert tickets + collecting stamps give you an opportunity to get to know different countries/ cities/ one can learn about history/ geography + if books are to fill shelves and not for reading they are not useful.

2. Describe Masha's hobby and her parents' response to it. Give four details.

(4 x 2) + 2=10

Main points — a minimum of one detail re the mother and one detail re the father: Masha collected photographs of actors / film stars + their walls were covered with photographs + Masha's father was indifferent + he didn't know/ recognise people on the photographs + he wasn't against it + the photographs sometimes irritated him /they irritated him when he was tired (but that was rare) + Masha's mother was delighted/ happy / excited that her daughter had a hobby + Masha's mother was delighted that her daughter's collection was so big / bigger than others'
Secondary details: Masha's father was a strong man + he was a busy man + he was the director of a big factory + Masha's mother used to collect toys + collecting photographs of stars cannot really be considered a useful thing to do

Do not award full marks for the following details: she collected photographs of artists / of famous people + she took photos of artists

3. Masha's hobby turns into an obsession. Give four details.

(4 x 2) + 2=10

Main points: Masha exchanged/traded books for photographs + photos of brothers (instead of actors) + she (constantly wrote letters to and) requested photographs of (different) actors from (Russian and foreign) magazines + she could search everywhere/high and low/the whole city (just to get a photograph) + (some important) family photographs went missing/ were replaced with unfamiliar faces / strangers + parents became upset

Secondary details: she asked her dad to bring her to Moscow + magazines are not there to provide people with photographs of actors + photos of her mother and father in Essentuki + her mother in the Sea of Japan/East Sea + her father on a horse + her grandfather with Georgievski cross/ medal + her grandmother with nine children

4. Masha's hobby has affected her entire life. Give four details.

(4 x 2)+2=10

Main points: she didn't want to part with her collection / any of her photos + she didn't want to / couldn't stop / give up + she didn't go out/ leave the house (go to the cinema/theatre/ zoo/ museum)/ go anywhere + football + she missed a lot of school + when she was in school she showed no interest + she only thought about the photographs she didn't have + she lost out on a lot

Secondary details: she had numerous copies of some photographs + she used to stare vacantly / she had a blank look on her face

Language awareness

1. Match the following words which are all selected from the first paragraph with the names of parts of speech.

Give two marks for each correct answer.

5 x 2 = 10

5 / briathar/verb/ глагол	коллекционировал
1 / aidiacht/adjective/ имя прилагательное	личное
4 / forainm/pronoun/ местоимение	нас
3 / réamhfhocal/preposition/ предлог	из
2 / ainmfhocal/noun/ имя существительное	вещи

Q.3 Structuring extended discourse

2 marks for each correct answer and 1 mark for answer supplied in brackets

10 x 2 = 20

9 (1)	Совсем не обязательно всегда носить с собой документы. Но каждый должен представить паспорт и визу для того, чтобы обменять деньги, купить билет на поезд, заказать гостиницу и для ряда других ситуаций.
7	Заявления на обучение в российских университетах собираются ежегодно с 1 мая по 15 октября.
10 (8)	Вам может понадобиться некоторое количество денег на разные услуги, экскурсии, сувениры, подарки или что-нибудь ещё. Вы можете купить на почте телефонную карту, чтобы позвонить домой.
6	Учебный год состоит из двух семестров. Первый семестр: с 1 сентября по 25 января. Второй семестр: с 9 февраля по 30 июня. По окончании каждого семестра, в январе и в июне, студенты сдают экзамены по каждому предмету.
3	Иностранцам студентам предлагают дополнительные уроки по русскому языку.
5	Студенты российских университетов обязаны посещать все лекции. Таким образом, существует возможность работать только после аудиторных занятий или во время каникул или в выходные дни.
4 / 2	Ежегодно организуются образовательные выставки для студентов, где рассказывается об университетах, размере оплаты и длительности обучения. Также у каждого университета есть свой веб-сайт.
2	Существует программа подготовительного факультета. Студенты посещают занятия, выполняют практические и домашние задания.
1 (9)	Миграционная карта является обязательным документом для каждого иностранного студента и, следовательно, является важным документом.
8 (10)	Средний размер расходов - 3500-4500 американских долларов в учебный год, включая плату за обучение, страхование жизни и здоровья, питание.

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.*
- *Award half of the available marks if Upper or Lower Case are used inappropriately.*

РАНЬШЕ И СЕЙЧАС

Меня зовут Таня Климова. Мы с родителями и сёстрами живём в городе Редмонд штата Вашингтон в Соединённых Штатах Америки. Раньше мои родители и старшая сестра Оля жили в Санкт-Петербурге в России. Мы с моей младшей сестрёнкой Верой родились уже в Америке. Когда я была маленькой, я ходила в детский сад, а сейчас я учусь в начальной школе. Вера раньше сидела с мамой дома, а сейчас ходит в русский детский сад. Оля раньше училась в школе, а сейчас она учится в колледже. Мама и папа в России преподавали в университете. Здесь папа работает программистом в Майкрософте, а мама опять преподаёт в университете. У нас есть эрдельтерьер Вуди. Когда он был маленьким, он часто писал и какал в доме. Теперь он поумнел и ведёт себя прилично. Мои бабушки и дедушки живут в России, но бабушка Оля недавно приезжала к нам в гости. Мы со старшей сестрой Олей надеемся этим летом съездить в Санкт-Петербург навестить родственников.

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. Russian language in Ireland/ Русский язык в Ирландии
2. The Russian education system / Система образования в РФ
3. Russian culture in the XXI century / Русская культура в XXI веке
4. Winter Olympics 2014/ Зимние олимпийские игры – 2014
5. Tourism in Russia / Туризм в РФ
6. The family in Russia / Семья в РФ
7. Holidays in Russia/ Праздники 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 e.g. agreements, verb forms. Limited ability to manipulate language; mainly simple 'translated' language, which impedes communication.
1-2	Answer largely irrelevant and disorganised.	1-5 lower E 1-3	Very limited knowledge and range of lexis. Very basic, inappropriate or wrong words. Many anglicisms. Accuracy only in the simplest forms. A high incidence of basic error. Very little ability to manipulate language.
0	No rewardable material*.	0	Knowledge and range so limited that no mark can be awarded

Add the marks for communication/content (C) and expression (E/lower E) to give the total marks for the question.

C = ... E/ lower E = ... Total = ...
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Q.3. Guided writing (40 marks)

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

1. Write an entry for Facebook. On your page indicate:

- a. (Introduction to who you are/personal data)
- b. What your interests/ hobbies are?
- c. What you like collecting?
- d. What your favourite places to visit are?
- e. Talk about two-three of the photos/videos you have posted.

2. Write about an episode from your childhood when you went to visit a friend.

Include:

- a. How you got there?
- b. Who was with you?
- c. Things you did there (give 3 details)
- d. How you felt when you got home.

3. What are the advantages and disadvantages of going to a university in another country?

- a. Would you like to study abroad?
- b. Why? What are the advantages?
- c. Why not? What are the disadvantages?

Communication + content	15
Language + expression	15
Textual coherence	10

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

1. Communication/content (C)

Award content marks first (ex 15). Use the letters (A – C/D/E) when showing individual content points and, where applicable, superscript numbers for successive points within that content area (A^1 , A^2 , A^3); 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 – D or A – E.

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 I: News in brief 20 marks

1. Give two details about Elena Baturina's recent investment.

Invested 7 million euro + Morrison hotel (refurbishment) /plans to refurbish / reconstruct a hotel + by February next year + Nikki O'Donnell will be responsible for the new hotel design + Elena bought the hotel in February 2012 + Elena bought the hotel for 22 million euro

2. Give three details about upcoming concert in the Olympia Theatre.

Vladimir Yablokov is Slovakian violinist + Vladimir Yablokov is performing + all Vladimir's family/ his parents and siblings are performing with him + everyone in Vladimir's family is a musician + soprano/ Claudia Boyle is performing + tenor / Simon Morgan is performing + Strauss music + Franz Lehár music + (classical) Christmas music + tickets from €27(.90) + tickets are available in the Olympia/ Ticketmaster offices/ www.ticketmaster.ie / on line

3. i. Why was Arthur awarded a medal? Give one detail.

Heroism + saved a child's/boy's life + rescued a child/boy from a collapsing sand dune / sand avalanche / sand

3.ii. Where was Arthur on the 10th of August? Give one detail.

On a beach + in county Wicklow + in Ireland

4. i. Where has the statue to Thomas Moore recently been erected? Give one detail.

In the garden of sculptures + St Petersburg (State University)

4.ii. Give two details about the ceremony at which the statue was unveiled.

(Initiated by) the director of the Nabokov museum/ Tatyana Ponomareva + Irish consul in Russia/ Anatoliy Shashin + support of Irish Embassy + support of the Irish culture centre/University Irish centre + ceremony took place on 16th of June + on Bloomsday

SECTION II

Advertisement

20 marks

1. Which event will open the week? Give three details.

Irish Film Festival/Festival of Irish film + 14th – 25th of March + in “Khudozhestvenniy”/ “Arts” cinema/ on Arbatskaya Square/ in Moscow + (14) best/ famous Irish films + feature films + documentaries + short films + (opportunity to meet) famous Irish actors + directors/producers

2. The main event will take place on the 17th of March. Give four details.

12.00-15.00 + (20th) St Patrick’s (Day / Parade) + on Stariy Arbat + Irish party outside Vakhtangov Theatre + Irish music + Irish dance + Irish competitions + Irish humor + the highlight of the parade is the carnival (starting at the Arbatskaya metro station) + more than 7 thousand people (normally attend the event) + dress in green/malachite + all welcome

1 mark:

3. The celebration will continue in the Moscow Concert Hall. Give three details.

8-hour long + International Gala Festival begins at 16.00 + the presenter is the main Celt of Russia/Fedor Voznesenskiy/ leader of TINTAL + barrels of beer + jig + master dance classes + shows + (legendary) folk groups (from Ireland and Russia) + Irish live music (will open the celebration) + pipes + and other Irish musical instruments + (the main guest is) Lily Neill/ the best harpist of 2006

SECTION III

Interview

20 marks

1. According to Ekaterina what is the difference between interpreters and translators? Give two details.

Oral and written translations + (translators/some) work with texts + (interpreters/some/others) work with people + ONE OF: grammatical correctness, literacy and wide vocabulary are important for translators + ONE OF: clear articulation, etiquette and clothes are important for interpreters

2. How many foreign languages does translator/ interpreter normally work with? Give two details.

Any amount + one foreign language is enough for some people + others can easily speak 3 + some speak 7-10 languages + Ekaterina knows translators who speak 9-10 foreign languages and do both written and oral translations

3. There are many advantages to this profession? Give three details.

Results + Travelling + get to know new countries/cultures/ traditions/customs + meet new interesting people + good salary + one could earn up to 8 thousand dollars a month

4. Give three details about Ekaterina's web site.

Site is visited by Russian-speaking translators from many countries + ANY TWO OF: Russia/ Ukraine/ USA /Germany/ France / Belarus/ Kazakhstan/ Italy/ Latvia/ Austria/ Estonia/ Israel/ Great Britain/ Belgium/ Canada/ Poland/ Sweden/ Spain/ Czech Republic/ Holland and other countries + 500-600 people visit the site daily + 10.5 thousand people visit the site monthly + forum / chat room /discussion board + links to (electronic) dictionaries

SECTION IV

Biography 20 marks

1.i. Who is Andrey Makarevich? Give two details.

Soviet/Russian musician + singer + poet + composer + artist + producer + TV presenter + born 11 December + born 1953 + from Moscow

1.ii. Give two details about his family.

Father/ Vadim Grigoryevich = (famous) architect + mother = (worked in /dedicated her life to /) medicine + younger sister/ 9 years between them

2. Give two details about his musical education.

Music was always played in the house + his father introduced him to music/piano + played the piano (from early childhood) + gave up the piano + went to musical school (but not for long) + learnt to play the guitar (on his own) at (the age of) 12

3. What pop group influenced him? Give one detail.

The Beatles

4.i. What professional qualification did Andrey obtain? Give one detail.

Architect / graphic artist (degree)

Award one mark: diploma

4. ii. Give two details about the group he formed.

Formed in 1969 + with classmates/ Alexander Ivanov/ Pavel Rubin/ Igor Mazaev/ Yuriy Borzov / with 4 others + called "Mashina Vremeni"/ "Time machine"/ "Car machine" (*sic*) + still exists + all his life and career is connected to this group + Makarevich is the "face" of the group/ the leader of the group/ song writer /composer/ singer + has toured throughout Russia + featured in films + signed a contract in 1980 + (contract) with Rosconcert

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