



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2014

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 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

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.1.1. 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.i. Give three details about John's train journey from Moscow to St Petersburg. 3 x 2 = 6

assign two marks: it was his first trip to St Petersburg + the journey was fun + (in his carriage compartment) he met Russian students (from the theatrical institute)/ his companions in the compartment/ neighbours were students + the students were singing/ joking / drinking beer + John joined them/ drank beer with them + John invited them/went to the dining car + they talked English and Russian + they talked all night + they talked about art/ theatre/ politics/ life/ love

assign one mark: it was good

assign no marks: it was funny

1.ii. Where did John decide to stay on arrival? Give one detail. 1 x 2 = 2

assign two marks: with the friends of the students he met on the train + in the (large) apartment/ house of his new friends'/travelling companions' friends

assign one mark: with friends + with a friend

2.i. Give three details about John's stay in St Petersburg. 3 x 2 = 6

assign two marks: was in St Petersburg for two days + he can hardly remember what he did + he can hardly remember where he went + he can hardly remember what he was told + he drank (Nevskoye) beer + he met fun/cheerful/happy young people + pretty/beautiful girls + he remembers a long street + he remembers a wide river + he remembers a big/beautiful building (by the river) + he was told a lot about the big/beautiful building

Don't penalise if Neva or Hermitage are mentioned; he works out later on that these are what he saw.

2.ii. Describe John's journey back to Moscow? Give two details. 2 x 2 = 4

assign two marks: John can hardly remember his journey back + went to sleep + immediately/ as soon as he was on board + train attendant/ conductor woke him up in the morning

2.iii. What did John decide after looking at a book of photographs of St Petersburg?

Give two details. 2 x 2 = 4

assign two marks: he must see St Petersburg/ that (beautiful) city again + he decided to go there again + he decided not to drink any beer next time + that the long street is the Nevskiy Prospect + that the wide river is the Neva + that the large building is the Hermitage

3.i. Give three details about John's second train journey from Moscow to St Petersburg. 3 x 2 = 6

assign two marks: it was boring/ dull/ unexciting / uneventful/ not fun + neighbours didn't drink/ make jokes/ talk/ sing + neighbours went to sleep + John went to sleep/went to bed + John slept all night

assign up to four marks for two or more of: neighbours didn't drink + make jokes + talk + sing

assign one mark: it was bad + it was/he was lonely

assign no marks: it was raining

Do not award marks for 'he doesn't remember' unless an explanation is given e.g. because he was asleep.

3.ii. How did John spend the afternoon? Give three details. 3 x 2 = 6

assign two marks: he stayed/ rested in the hotel for three hours + it was raining when he left the hotel + he went back looking for an umbrella/ he spent half an hour looking for an umbrella + when he found the umbrella the rain had stopped + he walked along the Nevskiy Avenue/Prospect + looked at sights + thought the city was beautiful + he went to/reached the Hermitage (in half an hour) + his feet were wet + he was cold + he wanted to buy a ticket + but couldn't find any money + he remembered he'd left his wallet in the hotel + it started to rain when he was back at the hotel + he was cold and tired + he had lunch/dinner + he had a (hot) shower + went to bed /sleep

4. Why did John decide to visit St Petersburg for a third time? Give two details. 2 x 2 = 4

assign two marks: because two days is not enough + he'd spent all day in the hotel watching television + he had not visited the city the next morning + he met an architect/ a native of St Petersburg on the train + told him about St Petersburg + history + culture + people + problems + in one night John learnt a lot about St Petersburg

Q.1.2. Language awareness

Supply the nominative singular form of three of the following adjective and noun phrases taken from the text.

Assign one mark for the noun and one mark for its modifier.

3 x 2 = 6

Assign full marks if a candidate translates the phrases correctly (because the instruction does not specify in which language to supply the answer).

- | | |
|-----------------------|------------------|
| 1. русские студенты - | русский студент |
| 2. новые друзья - | новый друг |
| 3. молодые люди - | молодой человек |
| 4. мокрые ноги - | мокрая нога |
| 5. красивые девушки - | красивая девушка |
| 6. мои соседи - | мой сосед |

Q.1.3. Cultural awareness: Select **one** of the topics listed below and give **three** details explaining the topic you have chosen. Answer in **English** or **Russian**. (6 marks)

1. Транспорт в Российской Федерации
2. Погода в Российской Федерации
3. Москва

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 the 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 (as opposed to content 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 an excessive number of Russian-language words in their answers).

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

1. Give four details about the narrator's day at school.

(4 x 2) + 2 = 10

Main points: he hadn't been lucky all day / since the morning + he had 5 lessons/classes that + in every class he was asked about the lesson (by the teacher) + he got a F/bad mark/ bad grade/2 in every lesson + he got 4 F's/bad marks/ bad grades/2s by giving the wrong answer + the 5th F/bad mark/ bad grade/2 was unfair/not justified + he had answered right but the teacher had not agreed + he didn't want to go straight home + he didn't want to have to explain 5 bad marks at home

Secondary details: he got a F/bad mark/ bad grade/2 in every lesson/subject + teachers rarely agreed with the narrator + it's funny to say why he got the 5th bad mark + teacher (Zoya Filipovna) asked him a question about water vaporization + he gave the wrong/right answer + teacher (Zoya Filipovna) didn't agree with his answer

2. Give four details about the people that the narrator met on the way home from school.

(4 x 2) + 2 = 10

Main points: he met Lucy Karandashkina + his neighbour who lives in the same apartment block + who sits at the desk behind him at school + Lucy Karandashkina pesters/ bothers him/ gives him no peace / at school and at home/ in both places / everywhere / always + he met Serezha Petkin + considers himself a philatelist (stamp collector)/collects stamps + buys stamps

Secondary details: the narrator met Lucy Karandashkina in the book shop + Lucy Karandashkina was buying copy books + after lunch + the narrator met Serezha Petkin in the book shop + Serezha Petkin came to the book shop to see whether they had new stamps + anyone who has money can collect stamps

Do not deduct a discretionary mark if names are not mentioned (Lucy/Serezha).

3. Give four details about what happened when the narrator got home. (4 x 2) +2=10

Main points: his mother's silence (at door/during dinner) + while eating he was trying to avoid looking at his mother + he was trying to eat slowly which was difficult because he was hungry + he was happy when his aunt Polly rang + his mother told him to do his homework + he wanted to play outside but instead sat down to do his homework

Secondary details: it's impossible to conceal his bad marks/ Fs/ 2s + his mother says she can read his mind + his aunt Polly is (usually) on the phone to his mother at least an hour

4. Give four details about what happened that evening. (4 x 2) +2=10

Main points: he had a lot of homework + the narrator wanted to play ball outside but decided to do maths/ problem solving instead + the narrator tried to solve a difficult and stupid problem + somebody kicked a ball through the window + the narrator thought of escaping through the window + his mother called from the kitchen + he returned to the room and told his mother he was doing homework

Secondary details: the day was sunny and warm + boys were playing ball outside + Sashka was probably the goalkeeper + something was boiling in the frying pan + the narrator's mother didn't like him climbing out the window

Language awareness

Q.2.2. In the text find five words related to school/education and list them in Russian.

Accept words in any form (case, number). (5 marks)

Give one mark for each correct answer.

5 x 1 = 5

Урок, учитель, предмет, отметка, двойка, портфель, класс, школа, тетрадь, дневник, задачи, вопрос, доска

Q.2.3. Verbs: Supply the infinitive / dictionary form / инфинитив of the following verbs from the text. (5 marks)

5 x 1 = 5

Do not assign any marks where candidates translate the verb into English.

- | | |
|--------------|-----------|
| 1. поставили | поставить |
| 2. ответил | ответить |
| 3. старался | стараться |
| 4. ел | есть |
| 5. решил | решить |

Q.3. Structuring extended discourse

2 marks for each correct answer

10 x 2 = 20

10 / 2	Программа организована при St. Thomas University, который расположен в Майами и является престижным частным университетом. Английская программа включает 20 уроков в неделю и предлагает 6 уровней.
2 / 10	Программа составлена при содействии Международного союза молодёжи в Праге, предназначена для желающих обучаться в государственных университетах в Чехии.
6	Кроме обычных для других лагерей занятий спортом, купания и различных развлечений, у нас дети могут параллельно обучаться программированию, web-дизайну, компьютерной графике, офисным технологиям, благодаря чему они смогут научиться рисовать мультфильмы, создавать клипы, изготавливать авторские открытки, визитки и многое другое.
1 / 4	К вашим услугам охраняемая территория и здания частного детского сада «Олимпик» — садика в лесной зоне в центре парка Сокольники.
7	Мы приглашаем всех детей от 8 до 14 лет в наш лагерь, где в течение одной недели они будут тренироваться под руководством профессиональных голландских тренеров из Академии Аякса, воспитавших таких мировых футбольных звёзд, как ван Бастен, Бегхам и Снейдер
3 / 4	Это не просто палатки и лес. Это ориентирование на местности, плавание на байдарках, стрельба из лука, готовка еды без посуды и многое другое.
5	Лагерь «Мечта» специализируется на приеме детей с заболеваниями дыхательных путей.
9	Центр методики Московского института открытого образования организует лагерь. Приглашаются победители и призеры олимпиад, конференций, конкурсов, интеллектуальных соревнований.
4 / 3 / 1	Это путешествие в мир, где можно забыть о компьютерных играх и мобильных телефонах, где живут доверчивые животные и беззаботные птицы, — мир, который большинство из наших, городских детей никогда не видели.
8	Лагерь предлагает летние программы по следующим направлениями: танцы, театральное, цирковое искусство, музыка, магия, изобразительное искусство, кино- и видеоискусство.

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 the verb is supplied in the wrong tense*

Я люблю отмечать всякие праздники. Мой любимый праздник – это Новый год, потому что его отмечают все люди, везде праздничная атмосфера. А день рождения – индивидуальный праздник, в котором участвуют только именинник и его близкие.

Раньше, когда я был маленьким, организацией моего дня рождения занималась мама. Она приглашала моих крёстных, бабушек и дедушек, братьев и сестёр, готовила праздничный стол, придумывала разные конкурсы и развлечения. И обязательно пекла большой торт с кремом и шоколадом, в который вставляла разноцветные свечи.

Но уже пару лет я сам организовываю свой день рождения. Сейчас мне интереснее отмечать его с друзьями. Поэтому утром меня поздравляют родители, а затем мы собираемся с друзьями в моей комнате и просто общаемся или играем в игры. Мы с мамой больше не наготовливаем целую гору блюд, а выбираем что-нибудь оригинальное, что кушаешь не каждый день. Это усиливает атмосферу уникальности этого дня.

Мне нравится отмечать день рождения с друзьями, потому что нам всегда весело вместе. Мы хохочем почти все время, а какие получаются смешные фотографии, когда мы наряжаемся в нелепые костюмы!

Я люблю получать подарки на день рождения. При этом мне все равно, насколько подарок полезный и дорогой. Мне интересно, что люди выбирают для меня, это показывает, каким они меня видят.

Я надеюсь, что и через много лет на каждый мой день рождения будут собираться близкие люди, и этот день всегда будет казаться мне необычным и полным приятных сюрпризов.

Q.2. Cultural Awareness (30 marks)

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. Напишите небольшую статью **по-русски** размером 50 слов на одну из следующих тем. В свою статью включите **пять** страноведческих фактов.

1. The Russian language in Ireland / Русский язык в Ирландии
2. Tourism in Russia / Туризм в Российской Федерации
3. Winter Olympics 2014 / Зимние Олимпийские игры-2014
4. Public holidays in Russia / Праздники в Российской Федерации
5. Places of interest in Russia / Достопримечательности в Российской Федерации

<i>1. content</i>	10
<i>2. language/expression</i>	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	Language: lexis, accuracy, fluency
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.
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.
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.
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.
1-5 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	Knowledge and range so limited that no mark can be awarded

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

C = ...
E/ lower E = ...
Total = ...

Q.3. Guided writing (40 marks)

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

1. LETTER

Write a letter to your Russian pen pal inviting him/her to visit Ireland. In your letter include details about the following:

- A. Opening formulae
- B. When the best time to visit would be
- C. Where your friend is going to stay
- D. What activities you plan to do
- E. What sightseeing you recommend
- F. Closing formulae

2. INTERVIEW

Your school was visited by a group of Russian children. What questions did the Russian children ask? How did you answer their questions? Give 5-7 questions and answers.

- A. Question and Answer 1
- B. Question and Answer 2
- C. Question and Answer 3
- D. Question and Answer 4
- E. Question and Answer 5
- F. (Question and Answer 6)
- G. (Question and Answer 7)

3. DISCUSSION

Discuss the differences between the Russian and Irish education systems.

- A. Criteria 1 in Russia
- B. Criteria 1 in Ireland
- C. Criteria 2 in Russia
- D. Criteria 2 in Ireland
- E. (Criteria 3 in Russia)
- F. (Criteria 3 in Ireland), etc... up to a maximum of 15 content marks

<i>Communication + content</i>	<i>15</i>
<i>Language + expression</i>	<i>15</i>
<i>Textual coherence</i>	<i>10</i>
<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).</i>	

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 – D (E, F, G).

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 a wavy line for spelling mistakes and errors of vocabulary. Underline serious mistakes.

Penalise candidates 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 – 10	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: News in brief (20 marks)

1. Give two details about the volunteer group going from Ireland to the Pskov Region.

Twenty volunteers + going on the 8th of May 2013 + they are going to work in an orphanage + it's a project of two Irish charity organizations/ Children of Russia/ Friends of Belarussia + they are going to renovate 19 bedrooms in the orphanage + 120 orphans/children (aged) from 7 to 16

Assign no marks: children's house

2. Give two details about the holiday destinations of Russian people according to the questionnaire.

50% will stay/have to stay home + 22% will go to dacha + every tenth Russian/ 10% will holiday in Russia + every tenth Russian/ 10% will holiday at the Black Sea resorts + 9% will go abroad

Assign one mark for each of: to stay home + go to dacha + holiday in Russia + holiday at the Black Sea resorts + go abroad

3.i. Give two details about the band.

There are 3 guys + one girl in the band + Real Shamrock + band plays Irish songs + Vladimir Molomin/ one of the guy's is going to the army + the band will play again in one year/ when Vladimir Molomin is back from the army

Assign one mark for each of: concert + May + 8:00

3.ii. Give two details about the upcoming event in Vologda.

Last concert of the famous folk group "Real Shamrocks" + open air concert 31st of May at 8 pm + open air concert 1st of June at 7 pm + ticket costs 200 roubles + students and pupils tickets 150 roubles + all proceeds will go to charity

4. Give two details about Kirill Afanasyev.

He is 17 years old + 91 kg + boxer + was born in Russia + lives in Ireland + (he's defeated 3 opponents) to win the tournament/ champion + he trains in Dublin/ Smithfield / Amateur Boxing Academy + his trainers are from Eastern Europe

Section II: Advertisement (20 marks)

1. Give two details about the scheme commencing on the 1st of June.

bike rental (stations) + 2014 + in Moscow + first 30 stations + another 100 stations in planning (before year end) + most of the stations will be located in the city centre + Bulvarnoe Ring will have 50 stations + Sadovoe Ring will have 19 stations + 31 stations in South- West, South and West regions

Assign one mark to: 30 offices

2. How do you register for this scheme? Give three details.

Website velobike.ru + provide personal details + phone number + e-mail + then you can get login/password/ access to private page with information about pay/ route + you can pay by website

3.i. Give two details about the cost of different membership options.

Day/week/month/3 months + 1 month rental will cost 350 roubles + 3 months rental will cost 950 roubles + once-off tariff = 30 mins free, next 30 mins 30 roubles

3.ii. Give three details about possible fines.

Fine of 15000 roubles + for stealing a bike + 3000 + for the failure to return + 3000-15000 + for breakage

Section III: Interview (20 marks)

1.i. Why did Debbie Deegan contact Maksim?

To tell him about the Dublin marathon + because she knew he loved sport + because she knew he loved Ireland + to invite him/suggest he come to Dublin for the marathon

1.ii. Give two details about Maksim.

21 years old + lived in orphanage up to the age of 16 + trains to be a mechanic + likes his profession + wants to work in a garage one day + he gives all his free time to sports

2.i. What impressed Maksim about the marathon? Give two details.

Excellent organization + a bottle of water/ a bar of chocolate were given to everybody before the marathon

Assign one mark for each of: before the race + they give you + bottle of water + chocolate + energy drink

2.ii. What does Maksim say about his result?

He's happy/pleased/delighted + Could have done better/ could have run faster + he finished 269th + he ran the marathon in 3 hours 2 minutes

3. Give two details about Debbie Deegan's involvement with the orphanage.

She brought them skis/ sports clothes + she gave money for a basketball court/ the basketball court was refurbished with her money + before her involvement the PE teacher used to patch the football + the orphanage came first in the sport Olympiad

4. Maksim talks about his stay in Dublin. Give two details.

He came for a week + he is staying with an Irish family / sometimes with Debbie + he was invited to a charity ball + he went to a disco on Halloween + he liked the dressing up + he was dressed as a gladiator + he took many pictures + he was amazed by the people around 30/ nearly 30 all dressed up in costumes

Assign full marks where candidates reply using details from other sections.

Section IV: Biography (20 marks)

1. Give two details about Nikita Mihalkov's family.

His father/ Sergey Mihalkov = (famous/ children's) writer + his mother/ Natalya Konchalovskaya = poet / translator + his mother's father/ grandfather (on mother's side) = artist + his great-grandfather (Surikov) = (a famous) artist + brother = Andrey/ Andron + his brother born on 20th of August 1937

Assign one mark: Surikov is a famous artist

2.i. Give two details about Mihalkov's education.

He attended the 20th special school + attended special school up to the 4th class/year + he did/studied well in school + he wasn't good at maths/ physics/ chemistry + had to leave special school and go to an ordinary school + he was good at arts from a very early age + from 1956-1959 attended a musical school/ theatre studio

2.ii. Nikita Mikhalkov's career started early. Give one detail.

started when he was 14 + he had a small part in a film /"Sun shines for everyone"/ by Konstantin Voinov

3.i. Give three details about his career.

At 18/ In 1963 + he entered the college to study acting + he had a lead role in (Georgiy Daniel) film/ "I am walking round/through Moscow" + sang a song in the film ("I am walking round/through Moscow") + he became famous after the film "I am walking round/through Moscow" + in 1966 transferred/changed to the directing department (of VGIK) + he graduated from VGIK + graduated in 1971 + from 1974-1984 + he was very successful in his career + almost every year his films get worldwide recognition/ awards in international and National Academy Awards

Assign one mark for: movies at festivals

3.ii. Give two details about Nikita Mihalkov's personal life.

He was married twice + one wife actress / Vertinskaya + has four children/2 sons + 2 daughters + sons Stepan and Artem + daughters Anna and Nadezhda

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