



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2015

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

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

Quality of English: The quality of the English will only be an assessment factor insofar as it impedes communication.

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) [40 + 10]

- *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 two details about what Victor's friends want to be.

2 x 2 = 4

assign two marks: engineer + doctor + lawyer/solicitor/ advocate

assign one mark: some make their own professional choices + some follow parents advice + everybody thought their profession choice was the best

assign no marks: they chose different professions

1.ii. Give two details about the career advice Victor's family gave to him.

2 x 2 = 4

assign two marks: father (advised/ recommended) computer studies + mother (advised) theatre + grandparents/ grandmother and grandfather (advised) science + (Victor's/his) brother (suggested) football

assign one mark: father + computer studies + mother + theatre + grandparents/ grandmother and grandfather/ gran and grandad + science + (Victor's/his) brother + football

assign no marks: they all advised different things

1.iii. Give two details about Victor's brother.

2 x 2 = 4

assign two marks: younger (brother) + in first class / first year at school + likes football + likes to go to football training + supports/cheers for/ is a fan/follower of/ school football team

assign one mark: school boy + in first year + loved training

2.i. Give two details about Victor's visit to the literary Institute.

2 x 2 = 4

assign two marks: secretary/ admissions officer examined his application/documents + secretary/ admissions officer asked in which magazine/journal/newspaper/publication his stories can be read/ which magazine/ journal has published his stories + (Victor answered that) he was not a writer yet + he wanted to (study there to) become a writer + Victor realised that he needed to write something

assign four marks: secretary/ admissions officer explained that only people who have already written something/prose or poetry/ can enter the institute + he understood from the secretary/ admissions officer that one cannot go to this college without having written something/unless he has written something

assign one mark: an article + a poet + he had not written/he had no ... (text-type) + secretary/ admissions officer asked in which magazine/journal

assign no marks: poem(s)

2.ii. Why was Victor anxious that he would not be able to write a good story? 1 x 2 = 2

assign two marks: he didn't know what to write about/ he had nothing to write about/ he was inexperienced + he had never worked (anywhere)/ he didn't work anywhere + he had never been anywhere + he had always lived in Moscow /all his life

assign one mark: he went nowhere

2.iii. What advice did his teacher give him? 1 x 2 = 2

assign two marks: start working/find a job + apply (again to institute)/ go (back to the institute)/ try again in a year's time/ next year

assign no marks: to write poems

3.i. Why did Victor decide to go to the North? Give one detail. 1 x 2 = 2

assign two marks: (he wanted) to write a story about geologists / it would be easy to write a story about (the interesting lives of) geologists

assign one mark: Victor met a geologist who invited him to go with him to the North + to work as a geologist

3.ii. What kind of people were the geologists? Give two details. 2 x 2 = 4

assign two marks: interesting + brave + love their job/ profession

assign no marks: smart/ bright

3.iii. How did Victor and the geologists spend their evenings? Give two details. 2 x 2 = 4

assign two marks: (after work) (the geologists/ they) told (most) interesting/best stories + that had happened to them/ events from their lives + to help Victor write a good story

4.i. How long did Victor spend in the North? 1 x 2 = 2

assign two marks: one year

4.ii. What did one of the geologists say to Victor as they were parting? Give one detail. 1 x 2 = 2

assign two marks: he wished him success/ good luck / all the best + he told Victor that he/they thought/knew he would become a good writer (or anyone who writes anything)

4.iii. What decision did Victor take? 1 x 2 = 2

assign two marks: not to be a writer + to study geology/ to become/ to be a geologist

4.iv. What lesson did Victor learn? Give two details. 2 x 2 = 4

assign two marks: don't choose a career for the wrong reason / do what you want to do/ do what you enjoy/like + some want to do what is fashionable/ modern/ to be progressive + choose professions like manager/ marketing specialist/ programmer + others seek fame + choose to become writers/ actors + fame/ prestige / glory/ success / fancy job is not everything/ not the most important thing + expectations can mislead / disappoint

assign no marks: do not listen to your parents + do not do what others tell/advise you to do

Language awareness

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

Give two marks for each correct answer.

5 x 2= 10

4. pronoun / местоимение	ему
5. verb / глагол	окончат
1. adjective / имя прилагательное	школьную
3. preposition / предлог	за
2. noun / имя существительное	тренировки

Q.2. Summary writing

Q.2.1. Read the following story. Write a summary in English of the content of each Section as instructed. Marks are awarded for relevant content and for summary-writing skills, the structuring of your answer, and your ability to differentiate essential information from secondary details. $4 \times 10 = 40$

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. Describe the author's relationship with Tanya. Give four details.

(4 x 2) + 2 = 10

Main points: he liked Tanya + they were classmates + they were friends + they lived in the same complex/ in the same estate / in the same neighbourhood/ round the same yard/ on the same road/ in the same apartment block + he got butterflies/ he froze every time he heard Tanya's laughter + somebody wrote on the board (**not** desk, table) Edik + Tanya = love + Tanya invited him to her birthday + he was in her house before + he borrowed her maths copy / he copied maths problems

Secondary details: Tanya's laughter was short and sweet + Tanya was an ordinary girl + Author was mistaken when he thought nobody knew about his feelings for Tanya + he didn't know what birthday present to give to Tanya

2. What dilemma does the author face and what are the proposed solutions?

Give four details.

(4 x 2) + 2 = 10

Main points: he didn't know what present/gift to give to Tanya + he asked for his mother's advice + on what women/girls like + his mother suggested that women like when men behave / don't hide their school journals/ don't skip classes / Hoover / wash dishes/ tidy their desks + women like flowers + Author was nervous about getting Tanya flowers + author's mother gave him money for a present + mother suggested that he should like the present himself + mother suggested that he should solve problems himself

Secondary details: his mother thought Tanya was a nice girl + everybody has different tastes + women like many things/ it's impossible to list all the things that women like

3. Give four details about the shopping trip.

(4 x 2) +2=10

Main points: he went in to different shops/ he looked in different shops + he considered buying a calculator / media player (mp3, mp4 player) / football / pens + he thought Tanya was too big to play with dolls + he knew nothing about clothes + he didn't want to get nuts in case Tanya chipped her tooth + he looked in a bookshop + he decided to buy "The Three Musketeers" + the book he chose had everything love/friendship/ intrigues + he was pleased with his purchase

Secondary details: Tanya has probably calculator/player / pens + author thought Tanya wouldn't need a football + author knew nothing about clothes shopping

4. Why was the author anxious before the birthday party? What did he do in the end?

Give four details.

(4 x 2) +2=10

Main points: the author got worried that Tanya already has the book he bought for her + Tanya probably has read the book a few times + the book might be collecting dust on Tanya's bookshelf + he had second thoughts about the flowers + he was still worried about giving her flowers in case he blushed or developed a stammer + first he thought of not going at all + he decided to go to the party with the book + he decided to throw a bouquet of flowers through Tanya's window.

Secondary details: he wanted to pretend he had a toothache/stomachache + all women are glad/ delighted to get flowers + his mother was right about the flowers

Language awareness

Q.2.2. 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. учились учиться
2. знаешь знать
3. приду прийти (allow old form придти, but not прийти or прити)
4. получу получить
5. решай решать

Q.2.3. In the first section of the text find five words related to school/education and list them in Russian. Accept words in any form (case, number)

Give one mark for each correct answer.

5 x 1 = 5

Одноклассница, учиться, класс, доска, тетрадка, математика, задача.

Do not accept words not included in the first section.

Q.3. Structuring discourse

Read the following information. Match the description with the appropriate heading. Insert the number of the appropriate heading in the box beside its description. (20 marks)

2 marks for each correct answer

10 x 2 = 20

5	В Норвегии лисица украла мобильный телефон и отправила с него текстовое сообщение на номер одного из друзей владельца телефона.
7	Для тех, кто не успел отдохнуть в теплых странах летом, AiF.ru подготовил традиционную подборку туристических направлений. Мы постарались подобрать наиболее бюджетные направления, где можно комфортно отдохнуть в этом месяце.
6	За 3 дня, невзирая на жару, ветер и дождь, колонна велосипедистов преодолела более 150 километров. Среди участников акции — те, кто неравнодушен к проблемам детей с синдромом Дауна
8	Иногда совершенно нет возможности выйти куда-то потренироваться, а в квартире не хватает места, чтобы прыгать. Тогда на помощь приходят упражнения в партере: комплекс подходит и мужчинам, и женщинам, а делать его можно дома, на дачном участке или дворовой спортплощадке.
4	Исследователи Всемирной туристской организации (UNWTO) выяснили, какие страны мира являются наименее популярными у туристов во всем мире. Согласно докладу UNWTO, туристы, посещавшие Европу, проигнорировали Исландию, Лихтенштейн, Молдавию и Сан-Марино.
3	Около 43 процентов россиян сообщили, что для них важен стиль одежды, которую они носят в отпуске. Большинство респондентов из Европы не разделяют такую точку зрения. Лишь 13 процентов шведов, 19 процентов французов и по 26 процентов итальянцев и англичан уделяют особое внимание тому, как они одеты во время отпуска.
2	Поиски 23-летнего Сагиева начались после того, как он не вышел в понедельник на работу в продуктовый магазин на территории парка, расположенного на северо-западе штата Вайоминг. В последний раз его видели разговаривающим по мобильному телефону в местной пиццерии.
10	Мария Тореро открыла в Лиме хоспис для тяжелобольных котов и кошек. В течение вот уже пяти лет женщина оказывает помощь кошкам, больным лейкемией. Сейчас у Марии 175 подопечных.
9	Многие видят в похудании панацею от всех проблем. Им кажется, что стоит сбросить пяток-другой килограммов, и сразу наладятся карьера и личная жизнь... Но на деле постройневшая талия не всегда делает нас счастливыми, утверждают эксперты из Университетского колледжа Лондона, проводившие исследование на данную тему.
1	Одно из крупнейших европейских музыкальных мероприятий с экологическим уклоном, FLOW проходит в Хельсинки ежегодно в августе. На FLOW—2014, по подсчетам организаторов, приехало около 60 тысяч человек.

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*

Необычный день в школе.

В День учителя мы пришли в школу пораньше, чтобы поздравить своих педагогов. А они нам и говорят / говорили / сказали, что сегодня все уроки будут вести старшеклассники! Мы удивились и даже не поверили. Но так и было! Такого необычного дня в школе у нас ещё не было. Прозвенел звонок. Школьники разошлись по кабинетам. Начались уроки. На первом же уроке физики я решил/ решал задачу и объяснил её моей соседке по парте. Посмотрев на правильно решенную задачу, старшеклассник похвалил меня и поставил 5. На уроке русского языка две девочки из десятого класса организовали у нас викторину. На математике девятиклассник Витя очень интересно объяснил нам новую тему. А на физкультуре весь восьмой класс учил нас играть в волейбол. Наша команда выиграла и нам — мне и ребятам, и девчонкам из моей команды — поставили 5.

Наши учителя в это время пили чай в учительской, но часто заглядывали к нам, потому что беспокоились о дисциплине на уроке. Но все было в порядке! Учителя были счастливы, они действительно ощутили вкус праздника. Они были поражены и довольны тем, что все ребята справились с трудностями.

А после уроков мы все пошли в актовый зал на праздничный концерт. Мне очень понравилось, как прошёл День учителя. Побольше бы таких замечательных дней!

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. Family celebrations in the Russian Federation/ Семейные праздники в РФ
2. Languages in the Russian Federation / Языки в РФ
3. Higher education in the Russian Federation / Высшее образование в РФ
4. Winter sports in the Russian Federation/ Зимние виды спорта в РФ
5. Shopping in the Russian Federation / Покупки 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	Language: lexis, accuracy, fluency
18-20 lower A	Rich and complex language, employing a wide range of appropriate lexis. Tone and register wholly suited to chosen task.
13-14 lower E	Almost flawless in terms of accuracy. Fluent, showing a high degree of sophistication in the manipulation of the structures of the language.
12-14	
14-17 lower A	Uses a good range of appropriate lexis, with minor lexical errors only. Tone and register usually suited to task.
11-12 lower E	A few errors, mostly of a minor nature. Successful manipulation of the language. Adventurous use of complex structures, with the occasional lapse.
10-11	
10-13 lower A	Uses an adequate but predictable range of lexis. A number of significant lexical errors.
9-10 lower E	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.
7-9	
6-9 lower E	Some basic knowledge of lexis but lacks variety. Lexis often inappropriate with frequent anglicisms and wrong words.
4-6	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	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.
1-3	
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. LETTER

Write a letter to your pen pal telling him/her about your plans for the future.

2. STORY TELLING

Write a story about an interesting journey that you have been on.

3. DISCUSSION

Discuss the differences between Irish and Russian lifestyles.

<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 (A^1 , A^2 , A^3); at the end of the exercise display total content points ($C = \dots$). 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 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 1

Announcements / Объявления

1. Give two details about each of the following announcements (where you might expect to hear the announcement, who is speaking, who is being addressed, what is being announced, ...)

1. Announcement 1

Manager/administrator of the theatre + on the phone + different play today + actor is sick + Boris Godynov instead of Hamlet + Hamlet is on tomorrow + tickets available

2. Announcement 2

Airport announcement + Mr Duvalier a passenger + travelling with Air France + from Moscow to Paris + needs to contact Air France + office is on the ground (accept 'first') floor + across from Duty Free

3. Announcement 3

Excursion + with a tour guide + Pskov + kremlin + monasteries + (beautiful) parks + monuments (in city) + starts in 15 minutes time

4. Announcement 4

Voicemail message / message on the phone answering machine + Nina is speaking + her mother is ill + she has to visit her + has to go to the dacha/summer house + can't meet (in town) + invites (her friend) to visit her/ to come to dacha/summer house + asks (friend) to ring her + gives telephone number

5. Announcement 5

TV presenter + "who wants to be a millionaire" + the programme is over + sports news + after advertisement

Section II

Advertisement / реклама

1. Give three details about the upcoming event in Moscow.

Central Artists House + Irish Week in Moscow + annual/every year + from 13th March + until 24 March / in March / in spring + Stand-up + (contemporary) music + best Irish performers + master-classes + Irish dancing classes + 6th Irish Film Festival

2. Give three details about the programme of the Film Festival.

40 films + new films + young directors + famous directors + 8 Russian premieres + shorts + comedies + all-night non-stop + all films in English + Russian subtitles

3.i. Give two details about famous Irish people visiting the event.

Comedians /comics + film directors + Ciaran Walsh + Dylan Moran + The Walls + Mundy + Delorento + top of the charts

3.ii. What other surprises are in store for the audience? Give two details.

Mini-quest + In search of the leprechauns' gold + surprises + traditional Irish drinks + dancing the Irish jig

Section III

Interview / репортаж

1. How did Zauri come to live in Ireland? Give two details.

To take up post of + senior trainer + national boxing team + he was invited to the interview + he was successful at interview + has been living in Ireland since 2003

In order to obtain full marks (4 marks), at least one detail must make reference one of the following: work, employment, boxing, trainer, position, post. Where none of these is mentioned, award a maximum of 3 marks.

2. Give two details about Zauri's boxing career.

Has been boxing since he was/began boxing at/ 10 + Georgian champion + (two time) winner of international competitions/tournaments + master of sport (1981/ of USSR [accept SSSR]) + prize winner in USSR (repeatedly)

Assign one mark: world championship

Section 3: assign a maximum of eight marks for up to four details across the two questions relating to Section 3.

3.i. Zauri talks about Irish and Georgian boxing. Give one detail.

Similar character + Georgian boxing lacks financial support/ has less financial support than Irish

3.ii. What is Zauri's job description? Give three details.

Senior trainer + Irish boxing team + works with all ages + technical/tactical training + works with Katie Taylor

4. Zauri talks about his home country Georgia. Give two details.

It's difficult to live outside of Georgia + he goes to Georgia often + his sister + brother + father live there + boxers he used to train 11 years ago + part of Georgian national team

Section IV

Biography / Биография

1. Give two details about Irina Arkhipova's time in music school.

When she was 7 + played/learnt piano/ good pianist + her teachers noticed her + good singer/ beautiful voice + drawing/ portrait painting

2.i. Give two details about what Irina Arkhipova did immediately after school.

Applied to architectural college/institute + drew a portrait + obtained the mark of 'excellent' / a 'five' / an 'A' + was accepted into architectural college/institute + continued to sing + student choir + after 5 years graduated

2.ii. Give one detail about what Irina Arkhipova decided to do when she graduated from College.

began work + couldn't decide what she wanted to do/be + architect or singer + went to conservatoire + worked and studied at the same time

3.i. What question troubled Irina Arkhipova?

Where her place in life was/what should she be + sing(er) or build(er)

3.ii. Give two details about Irina Arkhipova's grandfather.

Lived in the country + built houses + sang in choir (in spare time) + loved music + loved Russian folk songs + had beautiful/strong voice + at 90 came to Moscow + went to opera for first time + high point of his life + became sad + understood where his place in life should have been/ that he should have been a singer

4. Give two details about Irina Arkhipova's reaction to learning about her grandfather's life.

Decided/ thought long and hard/ realised/understood + her place was in the theatre + to become a singer + her love for music took over

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