



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2016

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.

1. Where the possible mis-spelling of a word results in a lexical error (*soap* instead of *soup*; *jungle* instead of *juggle*; *he taught* instead of *he thought*; *aural* instead of *oral*) do not award marks.
2. The following usages are acceptable:
 - A modicum of “loan” words that occur in standard modern English (e.g. *dacha*, *putsch*, *perestroika*, *glasnost*...)
 - The use of acronyms of Russian origin (e.g. SSSR)
 - The use of a Russian technical term for the sake of clarity following an English version of the same term
 - Where the answer viewed as a whole demonstrates the appropriate use of both the structure and vocabulary of English

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. What examinations is Pavel due to take? Give one detail.

1 x 2 = 2

assign two marks: leaving certificate (examinations) /final(-year school examinations) + oral and written + Russian and English (language) examinations

assign one mark: Russian language examination + English language examination + oral + written

assign no marks: different examinations + writing exam + aural

1.ii. What does Pavel eat in the canteen and why does he eat there? Give three details. 3 x 2 = 6

What does Pavel eat? *assign two marks per correct detail up to a maximum of 4:* lunch + soup + main course/ second course/ second dish + dessert

assign one mark: second meal

assign no marks: soap

why does he eat there? *assign two marks per correct detail up to a maximum of 4:* it's cheap + it's quick

1.iii. How does Pavel spend his time between the end of the school day and the evening meal?

Give three details.

3 x 2 = 6

assign two marks: (as he is tired after school) he (likes to) relax / rest / take it easy / take a break (before homework/ he doesn't do his homework straight after school) + he meets up/hangs out with friends + go to the library + looks at his stamp collection + helps mother (around the house) + washes dishes + does household chores/ house work/ tidies /cleans (apartment) + takes out the rubbish + goes shopping

assign one mark: looks at his collection

2.i. Why does Pavel sleep in at the weekend? Give one detail.

1 x 2 = 2

assign two marks: (Friday night) he goes out with his friends + go to (see) an exhibition + go to the theatre/go to see a play/ a show + he goes out until late

2.ii. Why does Pavel feel full of energy? Give two details.

2 x 2 = 4

assign two marks: he does/plays sports/ he exercises + ice-skating (because he loves figure skating) + swimming (in the swimming pool)/ goes to the swimming pool

3.i. What does Pavel do during his winter holidays? Give two details. **2 x 2 = 4**

assign two marks: he skis + he skates + plays snowballs/ snowball fights/ snow-throwing + makes a snowman

assign one mark: plays in the snow + plays with snow flakes

3.ii. What does Pavel's family do when they get together? Give three details. **3 x 2 = 6**

assign two marks: (in the evenings) talk + share news + (at the weekend) go hiking/ walking/ camping + visit relatives + go fishing

4.i. What are Pavel's friends' hobbies? Give three details. **3 x 2 = 6**

assign two marks: photography + chess + exotic pets + collecting + play musical instruments

assign no marks: repeat reference to collecting

4.ii. Why does Pavel have less free time at the moment? Give two details. **2 x 2 = 4**

assign two marks: he needs/must /has to study (a lot)/ prepare for + examinations

Language awareness

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

Give two marks for each correct answer: one mark for the adjective and one mark for the noun.

In this exercise answers are either right or wrong.

Penalise the use of u instead of ŭ in the masculine adjectival endings ой, ый, уй **5 x 2 = 10**

1. выпускные экзамены
2. приключенческие романы
3. современные фильмы
4. молодёжные сериалы
5. экзотические животные
6. выходные дни

1. выпускной экзамен
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3. современный фильм
4. молодёжный сериал
5. экзотическое животное
6. выходной день

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).

Where a candidate supplies details from a different section, assign marks. Do not assign marks for the same detail(s) in more than one section.

1. Why was the boy so excited? Give four details.

$(4 \times 2) + 2 = 10$

Main points: because he is only 8 years old and + his class was going to the circus + he had only been at the circus once in his life + it had been a long time since he had been at the circus + he is big/old enough now to remember everything this time + he can see/understand/ appreciate everything better + he was immediately struck by the smell and look of the circus

Secondary details: Alenka had been to the circus 3 times + there were pictures on the walls + carpet in the middle + high ceiling + it smelled funny/ strange/ different + it was bright + there was music + everybody bought ice-cream/ice-lollies

2. Give four details about the circus programme.

$(4 \times 2) + 2 = 10$

Main points: a bunch/group of people beautifully/smartly dressed appeared + the ringmaster/ leader/presenter between them/shouted something + a little/small girl (in a yellow dress) appeared on stage + she was running on a ball in different directions/ forwards/ backwards/to left + then there were clowns + jugglers + after interval there were lions

Secondary details: red suits with yellow stripes + ringmaster in a black suit + ringmaster shouted loudly + the boy/ narrator had never seen a girl so small and beautiful/pretty + she had blue eyes and long eyelashes + she waved her long arms like a bird + she ran on the ball as if it were a smooth floor

3. Give four details about the boy's thoughts after the trip to the circus. (4 x 2) + 2=10

Main points: he couldn't stop thinking about the girl + he thought the girl was the best + he thought the girl waved to him + he wanted his father to see the girl + he couldn't wait to go back to the circus / to see the girl again + he thought about the girl every day + his father might invite the girl to (visit) their house/he might meet the girl

Secondary details: his father asked him about the circus + his father loves/adores the circus + he had to wait a week for the next performance + it was a long week + he got up + went to bed + played + had fights + he might give her his pistol + he might draw her a picture of a ship

4. Did the boy's father keep his word? Give four details. (4 x 2) + 2=10

Main points: yes, but a week later/ not when he said he would go, but a week later + father couldn't go that Sunday/the day he had promised + he had some friends over + he promised to go to the circus the following Sunday + they had second row seats

Secondary details: friends were smoking + researching books for information/looking up + drinking tea + smoking + stayed up late + his mother got a headache

Do not assign discretionary marks if candidates fail to understand that the boy and his father did go back to the circus, but a week later than originally promised.

Language awareness

Q.2.2. Semantic field / семантическое поле: In the text find five words related to 'circus' and list them in Russian.

Give one mark for each correct answer.

5 x 1 = 5

Музыка, эскимо, занавески, костюмы, клоуны, жонглёры, антракт, львы, арена, билеты, представление, ряд, шар, высокий потолок, красивый ковёр, цирк.

Assign no marks for words not in the text: акробат(ы)

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. Do not assign any marks where candidates supply the infinitive in the wrong aspect.

- | | |
|------------|----------|
| 1. пошли | пойти |
| 2. ложился | ложиться |
| 3. спросил | спросить |
| 4. могла | мочь |
| 5. купил | купить |

Q.3 Structuring discourse

Read the following information about the Russian Federation. 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

1	Российская Федерация – самая большая по площади страна земного шара. Территория России занимает площадь около 17,1 миллиона квадратных километров. Около 30% территории Российской Федерации располагается в Европе, а около 70% – в Азии.
8	В десятку имён, которыми чаще всего называют сыновей, входят Максим, Иван, Артём, Дмитрий, Никита, Михаил, Даниил, Егор, Андрей. У девочек это, соответственно, Анастасия, Мария, Дарья, Анна, Елизавета, Полина, Виктория, Екатерина.
5	Основными религиями, представленными в России, являются христианство (главным образом, православные, есть также католики и протестанты), а также ислам и буддизм. В то же самое время, часть населения РФ — неверующие.
7	Первую ступеньку десятка самых больших городов России занимает Москва. Величественный старинный Санкт-Петербург не намного отстает от Москвы. На третье место вышел Волгоград.
9	Уникальные озера, самые длинные реки Европы, высочайшие вершины Европы, самые высокие действующие вулканы в мире, морские и горнолыжные курорты, целебные минеральные источники, затерянные в лесах старинные городки, необозримые лесные просторы влекут сюда людей со всех уголков мира. В России для каждого может найтись место и климат по вкусу.
4	Российская Федерация принадлежит к числу многонациональных государств мира. В перечне национальностей выделено более 160 этносов. Подавляющее большинство этносов России относится к индоевропейским народам. Индоевропейская семья подразделяется на несколько групп, из которых в России представлены следующие: славянская, балтийская, германская, романская, греческая, армянская, иранская и индоарийская.
10	В РФ представлены следующие природные зоны: арктические пустыни, тундра, лесотундра, леса, лесостепи, степи, полупустыни, пустыни, субтропики. В горных районах выражена высотная поясность.
3	Обитателями океанических побережий являются белые медведи, морские зайцы. На территории тундры обитают северные олени, лемминги. В российских степях наиболее распространенные птицы – орлы, журавли, жаворонки.
6	Многие блюда имеют ритуальное значение их едят во время определённых праздников и ритуалов: курник (свадьба), кутья (Рождество/Коляда), блины (Масленица), кулич или пасха (Пасха), холодец и овсяный кисель (Иван Купала).
2	1 января — Новый год; 7 января — Рождество Христово; 23 февраля — День защитника Отечества; 8 марта — Международный женский день; 1 мая — Праздник Весны и Труда; 9 мая — День Победы; 12 июня — День России; 4 ноября — День народного единства

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. All nouns, adjectives and pronouns are supplied in the nominative form; verbs are supplied in the infinitive of the appropriate aspect. No marks are awarded for incorrectly spelt words or substitute words. (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*

Здравствуйте, я - первоклассница Маша. Я очень люблю свою бабушку и своего дедушку. Мою бабушку зовут Светлана Михайловна, а дедушку - Отто Оскарович. Моей бабуле 68 лет, а дедуле 72 года. Они пенсионеры, поэтому у них всегда находится время на игры и прогулки со мною/ мною.

Мой дедушка сначала закончил мореходное училище и какое-то время плавал на пароходе/пароходах, а когда открыли на севере месторождение нефти, дедушка переехал в город Нижневартовск и там разрабатывал приборы для нахождения и исследования нефти.

Бабушка-педагог по музыке и до пенсии работала в музыкальной школе в Нижневартовске. Она преподавала детям уроки по сольфеджио.

Мне весело с моей бабушкой: мы играем с ней на фортепиано и печём пироги. Один раз бабушка испекла огромный торт для меня. А с дедушкой мы играем в шахматы и много гуляем в парке. Один раз я учила дорогого дедушку писать букву «А» потому, что он случайно забыл, как она пишется, но я думаю, что он сказал это специально, чтобы проверить мои знания. Когда мама и папа куда-нибудь уезжают, я остаюсь с бабулей и дедулей, и тогда у нас появляется ещё больше времени для веселья.

Моим дорогим и любимым бабушке и дедушке я хочу пожелать здоровья и долгой жизни; чтобы бабушка не ворчала на дедушку, а дедушка не ленился и слушался бабушку, чтобы у них всегда сияла улыбка на лице и было хорошее настроение.

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 the Russian Federation / Туризм в Российской Федерации
3. Winter Sports in the Russian Federation / Зимние виды спорта
4. Education in the Russian Federation / Образование в Российской Федерации
5. Places of interest in the Russian Federation / Достопримечательности в Российской Федерации

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 a single mark for a fact which is posited, but not illustrated or substantiated: assign one mark for 'many Russian words sounds like Irish words' (and the second mark for an example: осёл, дур(-ак), молодец, ...).

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).

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.

No marks are awarded for irrelevant details or for details taken from texts on this examination paper.

1. LETTER

Write a letter to your grandmother. In your letter include the following:

- A. Greeting
- B. Thank her for the birthday gift she sent you
- C. how you celebrated your birthday
- D. how you are getting on in your examinations
- E. what you plan to do when the Leaving Certificate is over
- F. Signing off

2. STORY TELLING

Describe the best day of your life.

3. DISCUSSION

Learning languages is a waste of time. Discuss.

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

If a candidate answers TWO or MORE Questions, mark ALL and take the best mark. If a candidate obtains full marks on a question, the examiner is not required to mark subsequent answers.

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 – F

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 (- 1).

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

1. Give three details about the Moscow theatre tour.

Zhu-zhu + Coming to Ireland + last days/end of May + puppets in the circus + theatrical performance will include puppets/ young audience/ actors + audience will take part + performance will take place in all Russian schools around Ireland + Cork + Limerick + Portlaoise + Kilkenny + Dublin + tickets cheap / with discount until 10th of May/ in May

Assign one mark: dolls

Assign no marks: from Moscow + theatre

2. Give three details about Kira Maligina.

Singer song-writer/writes her own lyrics and music + prize winner of International festival in St Petersburg/ Accord 2008 + Gryshinskiy festival 2007 + Aisha + has toured extensively/ widely travelled = guest of International festivals in Spain + Turkey + USA + all of Russia with solo concerts (From Petersburg to Vladivostok) + Europe + USA + Israel // her first album "Kira" + her first album released in 2009 + coming to Ireland / Cork

Assign one mark: singer + songwriter

3. There are certain criteria when choosing a venue for European Cup qualifiers.

Give two details.

(quality of) Stadium + infrastructure + social importance/significance of the competition to a city

4.i. What event is coming to Clontarf Castle?

Russian Imperial charity Ball

Assign one mark: Russian (Imperial) + Ball + charity event

Assign full marks where candidates reply using details from 4.ii.

4.ii. Give one detail about the programme of events.

(Live) music + dancing + chic/smart/stylish gowns + beautiful hall + (sumptuous/delicious) dinner + magical candle light/reflection

Section II

1.i. What is the purpose of the camp?

To bring together Russian-speaking children + (for children) to speak/practice Russian language

1.ii. Who is the camp intended for?

Boys + girls + ages 4-16 + from Russian families + mixed families

2. Give five details about the camp's activities.

Sporting activities // Football + basketball + table tennis + relay race // art class + excursions/trips every week + educational programmes + classes in Russian geography, literature and stranovedenie.

3. Give three details about the location, the price and the timetable of the camp.

Timetable: from 10am to 3 pm

Location: Blanchardstown (Dublin 15)/Huntstown

Price: 75 euro per week + 10 euro additional charge for food

Assign no marks: contact details in case of queries

Section III

1.i. What age was Diana when she started roller-skating?

7 (years old)

1.ii. When or how did she become interested in slalom skating? Give one detail.

(She was/at) 16 + saw a boy (slalom) skating

2.i. What is essential to her enjoyment of roller-skating?

music

Assign one mark: iPod + MP3 player

2.ii. Give three details about Diana's recent trip to Moscow.

Was (walking) beside Olympic (Stadium) + open space + great (place) for skating + great view of Moscow + smooth surface/asphalt + (especially) beautiful in the evening/at night + she regretted that she hadn't brought her roller-skates

3.i. Give three details about Diana’s pastimes.

Hip hop dance + jogs / runs (in the morning and in the evening) + music + plays the piano + spends time with close friends + learning English

Assign no marks: studying Economics

3.ii. What plans does Diana have for the future?

Emigrate to an English speaking country + sees her future with/in sports + wants to be a trainer + PE teacher

Assign full marks where candidates reply using details from other sections

Section IV

1. Give three details about Aleksey’s family and childhood.

Was born on the 19th of January 1988 + large family + mother a housewife + father a head of security / security man (in a private company) + interesting childhood + played football for junior team of Tula + wanted to become a (professional) sportsman + decided to study music instead

Assign one mark: 19th of January

2.i. Give two details about Aleksey’s musical education.

(after leaving school) entered musical college + played accordion + (during education) took part in concerts + competitions + was highly placed in competitions + became a soloist at 16 (in vocal ensemble)

Assign one mark: started doing music

Assign full marks where candidates reply using details from 2.ii.

2.ii. Give two details about Aleksey’s achievements in music.

Got his first medal in 2005 + reached the final of the competition “The Secret of Success” + became one of the winners/victors + signed a contract with Universal Music

Assign full marks where candidates reply using details from 2.i.

3. Give one detail about Aleksey’s career as an actor.

(In 2006) played a part in the new interactive series/serial/ “Alice’s dreams” (accept: film/ movie) + his acting career took off after that + in 2008 he graduated with a diploma from a theatrical college + in 2008 he entered acting studio/ Moscow Academic Arts theatre + his teacher/acting coach was Kirill Serebrennikov

4. Give two details about his career since 2010.

He left education + He had got multiple /many job offers + he was very busy as actor/ became professional actor/devoted himself to acting + in his films he did all the stunts himself + in one of the films he jumped from the fifth floor

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