



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2017

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 work which focuses on expression, a modified marking scheme will apply. The waiver is not applied in exercises testing accuracy.

Language issues

Language of answer: If an answer is supplied in the wrong language:

When it should be English (Сибирский газ): 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

Use of Latin alphabet instead of Cyrillic

In continuous writing exercises: Assign **expression** mark using the Lower A category where a candidate has a high degree of fluency.

In grammar/language awareness exercises: Assign no marks (as these are either right or wrong and the marking scheme penalises minor orthographical error in other candidates).

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

1. The examiner should not need to be a Russian-speaker to understand what is being said. Where a candidate uses false friends, or replicate the syntax of the Russian-language sentence, do not award marks: (*master* instead of *repair man/ engineer / service man*; *concourse* instead of *contest*; *gymnasium* instead of *secondary school*; *scene* instead of *stage*; *premium* instead of *prize, award*; *unless he didn't see the story in the newspaper* instead of *until he saw the story in the newspaper*)
2. Where the possible mis-spelling of a word results in a lexical error (*bold* instead of *bald*; *coach* instead of *couch*) do not award marks.
3. 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/ details 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)

- 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.
- Do not award marks for details/elements contained within the question.
- 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, unless otherwise stated.

Comprehension 1

40

Q.1.1

1. What was the author's first reaction to Vadim's story? When did this attitude change?

(Section 1)

Candidates are required to provide a minimum of one detail in answer to each question:

reaction: to laugh/(to think it was) funny/entertaining + not to believe/to disbelieve/ to be skeptical (2)

when it changed: when he read about it in the (local) (news)paper/when a report/story/it was published in the (local) (news)paper / when he learnt it was true (2)

Assign 1 mark: (story published in) magazine/ heard the story on the news/ newspaper

2.i Vadim prepared his breakfast. Give three details. (Section 2)

usual time + (after his) shower + in the kitchen + instead of/no porridge/oatmeal/oats + egg(s)/any egg dish + bacon + (fresh) orange/fruit juice/liquidised/he used a juicer/juice maker/juicing machine (6)

Assign 1 mark: orange + juice + fruit + process of juicing

2.ii Vadim heard a noise in the kitchen. Give one detail. (Section 2)

when he was squeezing the juice/turned on the blender + behind the cupboard/wardrobe/press/closet + (like a) hissing/ whispering/ fizzing/hushing [or any other onomatopoeic word] (noise/sound) + he thought he was mistaken + (heard the noise/noise happened) again/noise repeated + (looked) behind cupboard + saw nothing + thought it was a gas (leak/pipe) + rang for help (2)

Assign 1 mark: in the/behind a drawer/ s(h)elf + gas (pump/)

2.iii Who did Vadim ask to come and identify the source of the noise? Give one detail. (Section 2)

gas company + Siberian gas + gas repair man/ worker from the company whose profession is to check the pipes/tubes (2)

Assign 1 mark: specialist + company + Sibirskiy gas

Assign no marks: Сибирский газ

3.i Describe the man who responded to Vadim's call. Give three details. (Section 3)

engineer + service division + tall + small eyes + unhappy(-looking)/displeased/grumpy face/look/ expression + (holding small) (suit)case/tool box (6)

Assign 1 mark: briefcase

Assign no marks: he drove a red car

3.ii Vadim reported the noise to two policemen. Give two details about each of the policemen.

(Section 3)

Candidates are required to provide two details about each policeman:

policeman 1: short/small + fat + bald + black moustache (4)

policeman 2: tall + thin/skinny/slim/lean + (head of/lots of) hair (4)

4.i Give two details about the news item Vadim heard on the radio while driving home. (Section 4)
 (large) python/snake + monkey/ape // two animals//+ escaped/disappeared/missing/at large + from zoo (4)

4.ii What did Vadim and the policemen find? And where did they find it? Give two details. (Section 4)
 Candidates are required to provide a minimum of one detail in answer to each question:
 where: on veranda/balcony/porch/terrace + under large/big (arm)chair (2)
 what: (sleeping) snake/python/the thing/animal named in answer to 4.i. (2)
 Assign 1 mark: under (big) sofa/couch/seat + on the chair
 Assign no marks: in the entrance

4.iii Who dealt with the uninvited guest? Give one detail.
 zoo employees/keepers/workers/ people from the zoo + returned python to zoo/to collect their animal (2)
 Assign 1 mark: zoo employee/keeper/worker (singular)

4.iv What reward were Vadim and the policemen given? Give one detail. (Section 4)
 (free) ticket(s)/pass(es)/access (into zoo) (2)

Q.1.2 Language awareness (10 marks)
 Indicate the case of the following noun phrases:

Give two marks for each correct answer up to a maximum of 10 marks. Accept any answer which indicates that the student understands the relationship between verbs/ head nouns and their argument.

		Case
1	(напечатать) в местной газете	Prepositional case Предложный падеж
2	(рассказать) эту смешную историю	Accusative case Винительный падеж
3	(проснуться) в обычное время	Accusative case Винительный падеж
4	(спуститься) в ванную комнату	Accusative case Винительный падеж
5	(принять) прохладный душ	Accusative case Винительный падеж
6	(инженер) из сервисной службы	Genitive case Родительный падеж
7	(на машине) красного цвета	Genitive case Родительный падеж
8	(спать) под большим креслом	Instrumental case Творительный падеж
9	(получить) бесплатные билеты	Accusative case Винительный падеж
10	(пережить) интересное приключение	Accusative case Винительный падеж

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. **(40 marks)**

Comprehension 2

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.

Summary writing 40 marks

Section 1

Give four details about why the author of this blog was so happy last Thursday.

primary details: at concert + Foo Fighters + in NY + VIP places/tickets + by/near stage + amazing/ great / spectacular view + first (time at) concert

secondary details: Foo fighters have been playing for 20 years + 6 musicians + groups of assistants who set up the technical side of concerts

Section 2

Give four details about what was unusual about David Grohl's situation and behaviour that evening.

primary details: told the story of his + broken/sore leg + normally would stand throughout the concert + today has best seat + can watch everyone dance

secondary details: broke leg during concert in Europe + author hadn't expected him to be so amusing/ cool/ kind + was a kind man + Niki and author spent five hours dancing + all were pleased

Section 3

Give four details about the author's reaction to the show.

primary details: energy + author realised how important it was to be there + as opposed to listening to music at home + audience infected by mood/(energy) of performers + heart racing/ beat faster + smile on face + spectacle + couldn't take eyes off stage + took photos on phone + filmed + to capture the moment + Niki captured her on film

Section 4

Give four details about the author's final thoughts on the show?

primary details: looked back from 2nd floor of complex + (saw) vast crowd/(realized the) sheer number of fans + she was (so) mesmerised/impressed/enchanted/distracted (by the show that) + everyone was joining in / [up to a maximum of 2 of the following: dancing + shouting + singing along + raising their arms up towards the stage] + the musicians were fantastic/brilliant/amazing + how popular/ much admired/ loved the group is in NY + hope this will not be last concert

Secondary detail: left early so as not to miss train home

Q.2.2 Language awareness (10 marks)

Find ten words in the text related to concerts and list them **in Russian**.

Give one mark for each correct answer.

10 x 1 = 10

Assign no marks for words not in the text: ... or for the word supplied in the example (концерт). Accept words in any case/form; do not penalise spelling mistakes.

(по)слушать, вживую, выступающие, выступление, гитарист, группа, группа помощников, зал, зрелищность, играть, камера, комплекс, кричать, кумир, (VIP) место, музыкант, обожать, песня, подпевать, поклонник(и), послушать, рок, рок-музыкант, солист, состав, сцена, танцевать, телефон, технические элементы, толпа, тянуть руки, фото, шоу, энергия

Q.3. Structuring extended discourse

Read the following information about games. Match the description with the appropriate name. Insert the number of the appropriate game in the box beside its description. (20 marks: 10 x 2)

2 marks for each correct answer

Спортивная командная игра с овальным мячом, который игроки передают друг другу руками и ногами, стараясь пересечь линию ворот противника. Победителем матча становится команда, набравшая большее число очков.	регби	6
Вид спорта, в котором соперничают либо два игрока («одиночная игра»), либо две команды, состоящие из двух игроков («парная игра»). Целью соперников является отправление мяча при помощи ракеток на сторону соперника — так, чтобы мяч не вылетел за поле игры.	теннис	5
Вид спорта, в котором соперничают либо два игрока («одиночная игра»), либо две команды, состоящие из двух игроков («парная игра»). Игроки стоят за столом и поочередно ударяют по шарiku с помощью маленьких ракеток.	настольный теннис	2
Командная спортивная игра на льду: две команды на коньках стремятся забросить шайбу в ворота соперника и не пропустить в свои.	хоккей	8
Командный вид спорта, в котором целью является забить мяч в ворота соперника ногами или другими частями тела (кроме рук).	футбол	7
Настольная игра в жанре экономической стратегии для двух и более человек. Цель игры — рационально используя стартовый капитал, добиться банкротства других игроков.	Монополия	1
Настольная игра, в которой от двух до четырёх игроков соревнуются в образовании слов из букв на доске по принципу кроссворда.	Эрудит или скрэббл	10
Настольная логическая игра по особым правилам на доске в 64 клетки между белыми и чёрными фигурами . Название значит буквально: «шах умер»	шахматы	9
Российская компьютерная игра в жанре космического симулятора. Игрок является пилотом корабля, который отправляют в закрытый сектор, чтобы найти пропавший корабль.	Паркан: Хроника Империи	3
Это экстремальная игра, в ходе которой игроки двух команд стреляют друг в друга из пистолетов . Выстрелы в игроков противника производятся шариками с краской. Цель игры – покрасить соперника.	пейнтбол	4

SECTION II – GRAMMAR, LANGUAGE USE AND GUIDED WRITING (100 marks)

Q.1

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 or aspect
- Special accommodations are not made in assessing this task.

NB: Note that two words were supplied in the appropriate plural form (whereas the rubric refers to nouns, and adjectives being supplied in the nominative singular form). Give the benefit of the doubt as indicated below: accept a singular form where there is no agreement of noun and adjective; do not accept a singular form where there is agreement within the noun phrase.

Десять лет я проучилась в школе. Это были самые лучшие годы в моей жизни. Но вот наступил последний, незабываемый год. Да... десять лет позади. А ведь когда-то был первый звонок, первый учитель, первый урок, несмелые ответы у доски, первые трудности. Но скоро всё станет последним в школьной жизни: последний звонок, последняя фотография в школьном альбоме, выпускной бал.

За эти десять лет я многое для себя открыла. Я научилась дружить, быть ответственной. Я познавала мир природы благодаря биологии, изучала историю наших предков, черпала знания в области физики и химии, грызла гранит науки – математики. А на уроках (accept уроке) литературы я открыла для себя книги не только как предмет удовлетворения эстетических потребностей, но и как носителя жизненного опыта человечества. Я научилась читать между строк, познакомилась с литературными (do not accept литературным) направлениями, нашла чёткие различия между добром и злом, понятиями совести и чести.

Впереди главное сочинение – жизнь, ошибки в котором не перечеркнуть. Надеюсь, что написать его грамотно помогут мне мои знания и друзья.

(30)

Q.2. Cultural Awareness

Write a short essay (**50 words**) **in Russian** on **one** of the following topics. Supply **five** factual details. Marks are awarded for relevant content, expression and structure (organisation of ideas). (**30 marks**)

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. Youth culture in the Russian Federation. / Молодежная культура в Российской Федерации
2. Fauna (wild life) in the Russian Federation. / Фауна (животный мир) в Российской Федерации
3. Sport in the Russian Federation. / Спорт в Российской Федерации
4. The education system in the Russian Federation. / Система образования в Российской Федерации
5. Tourist resorts in the Russian Federation. / Туристические курорты 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).

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 (fewer 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 a 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 eg. 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

Reasonable Accommodations: Where a spelling/grammar waiver has been granted, the mark awarded within a category will be based on the **vocabulary and idiom, tone and register, fluency, complexity of syntactic structures, degree of sophistication in manipulation of the language, including the use of aspects, tenses and word order** and NOT on spelling.

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 material taken directly from other Sections of this examination paper.

1. Letter

You spent last summer with your pen pal's family in Russia. Write a letter to his/her parents, thanking them for their hospitality and mentioning the moments of your visit which you remember most fondly.

- A greeting
- B thanking parents for their hospitality
- C the moments of your visit which you remember most fondly
- D signing off

2. Narrative

Tell the story of your favourite book or film.

3. Discussion

What is friendship? Discuss.

Communication + content	15
Language + expression	15
Textual coherence	10
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 - D) 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

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 (fewer 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	<p><i>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.</i></p> <p>Spelling mistakes rare; good level of accuracy in verb, noun and adjectival endings, agreements</p>
4 – 6	6 – 10	<p><i>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.</i></p> <p>Not too many spelling mistakes. Verb forms and agreements correct more often than not, especially at the upper end of the category.</p>
0 – 3	0 – 5	<p><i>Vocabulary very inadequate, possibly with English words and interference from English syntax. Serious errors with syntax. Use of tense and aspect inconsistent, inappropriate.</i></p> <p>Many spelling mistakes, Verb forms generally incorrect, few correct agreements.</p>

Reasonable Accommodations: Where a spelling/grammar waiver has been granted, the mark awarded within a category will be based on the **vocabulary and idiom, tone and register, fluency, complexity of syntactic structures, degree of sophistication in manipulation of the language, including the use of aspects, tenses and word order** and NOT on spelling. When marking the work of candidates with a spelling and grammar waiver follow the descriptors in italics above only. The complete descriptors above apply in the case of all other candidates.

Lower A	Expression
11 – 12	<p>Vocabulary use good – rich, idiomatic and appropriate.</p> <p>No problem with use of tense, aspect and case. No difficulty with complex syntactical structures. Tone and register appropriate.</p> <p>Spelling mistakes common, problems with word boundaries</p>
9 – 10	<p>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.</p>
7 – 8	<p>Vocabulary use OK and idiomatic, though some interference from English.</p> <p>Interference from English language syntactical constructions. Problems with tense, aspect and case</p>

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.

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

1. Give two details about the LONGA studio.

Irish dance studio + 10 years of experience + will give a free session(class) within Irish week + any age can join + open day + on 25th of March + from 19.15 to 20.30/7.15 -8.30 + in Moscow + Botanic Gardens metro/tube/underground station + (Lunacharski) House of Culture

Assign 1 mark: 25th and a month + opened/open 25th March

Assign no marks: studio called LONGA

2. Give two details about the celebration of Bloomsday in Moscow.

(Thursday) 16th of June + Irish music+ James Joyce's readings + starts at 8 pm + best Irish accent competition + can come prepared + can participate by reading extracts + prize - collector's edition Ulysses + concert hall

Assign 1 mark: 16th and a month + in Irish pronunciation (1)

3. Give three details about the tournament that was held in Dublin.

Chess tournament + 13th of February + organizers - Chess Promotion ltd and Alexander Baburin + 34 teams + 2nd tournament + both adults and children enjoyed the tournament /family tournament + teams of children + grown-ups/adults + grandmothers + grandfathers/ grandparents + each team was represented by one child and one adult/grown up + hadn't played for 30 years + winners - Ciara and Nick Scallon + famous Irish chess family + father + two boys/sons + one girl/daughter

4. Give three details about Kirill Afanasyev.

Boxer + went to (youth) boxing world championship + in Baku/ Azerbaijan + 17 years old + was born in Russia + lives in Ireland + winner of 2010 youth tournament + trains in Smithfield + has eastern European trainers + trainers who train the national Irish team / represents Ireland

Section II

1. What is Eurolog organising? Give one detail.

International/summer camp/summer school + gathering for youth and young adults + from different countries/of different nationalities + young(er)/youth of Europe + Russian language/speech

Assign 1 mark: camp

2.i. Name two of the countries which have been invited to participate in this project.

America/USA + England + Ireland + Iceland + France + Italy + Germany + Austria + Switzerland + Israel + Norway + Holland + Finland + Denmark + Russia

2.ii. How many participants have been invited from each country?

8 participants

3.i. Give two details about the dates and location of this event.

One detail must refer to the date and one must refer to the location

Costa Brava + Spain + (from) 25th of July + (to) 7th of August + July-August

Assign 1 mark: July + August +

3.ii. Give four details about what participants in this project will do.

(Interest) clubs + Sports + photography + needlework/ sewing/ hand(craft)/craft + music + art/painting/drawing + competitions + celebrations + all in Russian/ speak /learn/ improve Russian language + make new friends/make lasting friendship(s)

Section III

1.i. Give two details about the activities Sasha did before taking up the piano.

Swimming + judo + gymnastics

Assign 2 marks: dzudo/dzydo

1.ii. Give one detail about when or how he took up music.

At the age of 5 + accidentally/ by accident + his grandmother brought him + when he came to an audition + to arts school/performance school / in Yaroslavl + (Svetlana Petrovna Gorbunova) examined/ listened /checked his music skills + (he was) told he had perfect pitch/perfect hearing for music

Assign 1 mark: music school

2. Give four details about Sasha's pastimes and/or interests.

Drawing + reading + learning English + more languages + football + basketball + cycling + swimming + never says no when given the opportunity + doesn't have much spare time

Assign no marks: music

3.i. Sasha has travelled extensively. Name two countries he has visited and give one detail about each of these two countries.

Assign one mark for naming the country and one mark for the detail.

Austria - first country he ever visited/ loves Vienna the most +

Poland – (Beldorf) festival +

Great Britain/ Jersey - International master class of Vladimir Spivakov Foundation +

China /Vietnam – September/ (Feel) Russia(n) festival

3.ii. Who is Sasha's harshest critic?

Sasha's grandmother

Section IV

1. Give two details about Pavel's place and/or date of birth.

October + 1984 + Leningrad/ St Petersburg

Assign one mark for: 10th + incorrect month

1.ii. Give two details about Pavel's school life.

Started school in Turin + went to ordinary school (in Russia/for a while) + went to Academic School + he was in the experimental classes in the secondary school + in-depth study of all subjects + 4 foreign languages + sat in the first row (due to bad eyesight)/sat at the first desk due to bad eyesight + was top of his class + showed an interest in programming at the age of 11

Assign one mark for: experimental classes + n foreign languages + sat at the first desk

2. Give two details about Pavel's achievements when he was at university.

Received Government scholarship/awards + President scholarship + prizewinner of Potanin(skaya) scholarship + winner of Olympiads/ competitions in computer science + linguistics + design + organized university events + he was listed among students with best intellectual ability/IQ + leadership skills + he got a red diploma/degree/ graduated with all 5s

3. *Vkontakte* is Russia's equivalent of Facebook. Give two details which demonstrate its rapid growth.

(in 2007) third most popular social network (in Russia) + (in 2008) there were over 20 million users

4. Give two details about Pavel Durov's life since he left the Russian Federation.

goes from country to country + stays no more than 2-3 weeks in each country + vegetarian + adheres to libertarian political views + he's a citizen of the world + he's among the 200 richest men in Russia + was named as one of the most successful/richest businessmen in Forbes/ he's among the richest men in the world + Russian Mark Zuckerberg

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