



**Coimisiún na Scrúduithe Stáit**  
**State Examinations Commission**

**Leaving Certificate 2018**

**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

**Spelling and Grammar Waivers:** For those who have been granted a spelling and grammar waiver, errors in spelling and in certain grammatical elements 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 examiner has difficulty deciding what the English means, do not award marks (возмужал: become mainly; в (парадной) форме: in a form; работал над своими физическими данными: worked on his physics)
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 (e.g.)
  - 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.1.1. 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 happy event marks the beginning of this story? Give one detail.** 1 x 2 = 2  
**assign two marks:** birth of a boy/son/child/baby

**1.ii. What decision did Victor take at a very young age? Give one detail.** 1 x 2 = 2  
**assign two marks:** to serve in the army/ to go to the army/ (work) in the military

**1.iii. Who and what influenced Victor's decision? Give three details.** 3 x 2 = 6  
**assign two marks:** his grandfather (in army) + proud + World War II stories/stories about war + (heavy) medals + stories about medals + images of bravery/battles/ conjured up in imagination + duty: thought that young men should serve in the army/ believed that he owes it to/is indebted to the home country  
**assign no marks:** saw pictures of the war + believed that he is in debt with the home country

**2.i. Give three details about Victor's time at school.** 3 x 2 = 6  
**assign two marks:** ordinary (school)boy/ like all other kids + joyful/happy + mischievous/ naughty/ fun(-loving) + could stand up for himself + did sports + ran a lot + played football + was a good pupil/ got good grades  
**assign no marks:** to keep in good form; funny; worked on his physics

**2.ii. Give two details about Victor's military service.** 2 x 2 = 4  
**assign two marks:** went to Military Registration office/ Military Recruitment office/ military point (in Stavropol) + then to Saint Petersburg + his dream came true/ he served in the navy + he started his military service in Kronstadt + he regularly/often wrote letters + (he wrote) about the army (rules/customs/life/traditions)// + how interesting it all was + he stayed for/ it lasted a year  
**Accept details from Section 4 such as:** Victor learnt about the meaning of life + Victor learnt how to defend his country  
**assign no marks:** underwater military

**3.i. Give two details about Victor's last day in the army. 2 x 2 = 4**

**assign two marks:** said goodbye to his friends + stayed up late + talked to friends + promised to meet again + in the morning he went to pack his suitcase

**assign one mark:** said goodbye to/met his friend

**3.ii. Give three details about the day of his return home. 3 x 2 = 6**

**assign two marks:** packed up his belongings + left/headed home + the whole family gathered together + Victor came/ arrived in his (dress) uniform/ in full army outfit + grown (up)/ looking older + gained in strength/ grown stronger + confident/ not fearful  
Anna was wondering whether her brother had changed

**assign no marks:** become mainly; in a form

**4.i. Give four details about what Anna believes military service gives young men. 4 x 2 = 8**

**assign two marks:** young men mature/ grow up + learn to defend their country/keep their country safe + they become tougher/stronger (spiritually/mentally) + tolerant + overcome all negative things/get rid of negativity + learn to value life/worth of life + they understand meaning/point/sense of life + they realize the importance of family/relatives in their lives + they value/appreciate the small things in life + (: a letter from the family/ green grass/family visit /a day off)

**assign one mark:** learn/understand the cost/price of life

**assign no marks:** grow faster in the army

**4.ii. What change did Anna notice in her brother on his return? Give one detail. 1 x 2 = 2**

**assign two marks:** he changed for the better + he is stronger/ smarter + his views/ judgment/opinion/ outlook on life have changed

#### **Q.1.2. Language awareness**

Supply the infinitive (инфинитив) of five of the following verbs. Do not change the aspect of the verb: if it is supplied in the imperfective aspect, supply the imperfective infinitive; if it is supplied in the perfective, supply the perfective infinitive.

Give two marks for each correct answer.

**5 x 2 = 10**

	<b>infinitive/инфинитив</b>
связывают	Связывать
подрастает	Подрастать
растёт	Расти
решил	Решить
пойдёт	Пойти ( <b>no marks:</b> пойди, пойдти)
собралась	собраться
вижу	Видеть
возник	Возникнуть
является	Являться

## Q.2 Summary writing (50 marks)

**Q.2.1.** 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 x 10 = 40**

*Award 2 marks for each of 4 details (up to 8 marks) AND 2 discretionary marks to reward candidates who*

- Express/develop their ideas clearly*
- Provide evidence of an ability to synthesise.*
- Supply additional details.*
- Demonstrate the ability to distinguish main points from secondary details.*

*Discretionary marks are withheld when the candidate shows global understanding but makes errors in/ omits the detail or where their answers contain the relevant information but lack coherence. No marks for details not included in the source text. No marks for details contained in the question.*

*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)*

*Names of competitions, songs, albums:*

*if a candidate indicates that the name of a competition, song, album refers to a competition, song or album award a content mark;*

*if a candidate translates the name of a competition, song or album (without indicating that this refers to a competition, song or album) award a content mark;*

*if a candidate provides the name of a competition, song, album in Russian and does not indicate that they know that this refers to a competition, song or album award **no** content mark.*

### **1. Give four details about how Ilya's career began.**

**(4 x 2) +2=10**

**Main points:** it began in town Strunino + he wanted to go to musical school + his mother was against his interest in music/mother thought he should not be singing as it was not manly enough an occupation + he did well in a children's vocal competition/"Song 97" + parents supported him after that + took part in many vocal competitions + gained experience by participating + won prizes + in 2000 won the "Morning star" competition

**Secondary details:** was born in Moscow + he didn't attend musical school + he felt inner strength and opportunity to pursue musical career since his victory in 2000

**No marks:** concourse

### **2. Give four details about how Ilya describes his music and the importance of music in his life.**

**(4 x 2) +2=10**

**Main points:** his music is his soul/his feelings/his emotions/his everything + love is the foundation of his music + he expresses his love to life/family/friends/stage/music/ his future better half through songs + he sings only the songs that he feels and understands + (the aim of his songs is to touch/warm up) the heart/soul of his listeners + he sings for

people who understand/ listen to music + people who understand the feeling of love/loneliness/joy/grief + his songs are for all age groups

**Secondary details:** actor or singer can only be professional if he/she has charisma + singing/acting is a gift from God

**3. Give four details about Ilya's musical career. (4 x 2) +2=10**

**Main points:** victory in "Morning star" competition + was taking part in many festivals and events + organised by Moscow government + produced 2 albums "Give me Freedom"/"I can love" + 2/plural (solo) concerts /" Give me Freedom"/"The Soul sings" (January, July 2009) + took part in "Alla searching talents" project and "Alla" radio.

**Secondary details:** victory helped him to mature/continue his career + performed in the school which he attended/ moved back to Moscow + made friends/contacts + gaining experience

**4. Give four details about what Ilya is working on at present and what his fans can look forward to in the future? (4 x 2) +2=10**

*Do not give 2 bonus marks if the sequence of events has not been understood.*

**Main points:** working on his (3<sup>rd</sup>/ own/ solo) concert ("I can love") + 24<sup>th</sup> January + (he is doing everything within his powers to) ensure that he impresses/brings joy/surprises audiences + his first videoclip "Two candles" is coming out (mid-)December + the official website opened (last October) + website is constantly being updated + his fans can read all the news on his website [www.scherbakov.ru](http://www.scherbakov.ru) + he always has something to surprise his listeners

**Secondary details:** people started to book and buy tickets

**Q.2.2. Language awareness (10 marks)**

Find **ten** words in the text related to music and list them **in Russian**. Accept words in any form (case, number).

**Give one mark for each correct answer. 10 x 1 = 10**

альбом (CD),  
артист,  
билет(ы).  
видеокалип,  
вокальные (способности),  
(вокальный) конкурс,  
выступить,  
записать  
звезда,  
звук,  
концерт,  
мастерство,  
мелодия,  
музыка,  
музыкальная (школа),

песня,  
петь/спеть (спую),  
поклонник,  
профессионал,  
радио,  
слушатель,  
слушать  
сольный,  
сцена,  
танцевать,  
творческий путь,  
творчество,  
фестиваль  
эстрадная (музыка)

### Q.3. Structuring discourse

Read the following brief news items. Match the news items in the table below with the appropriate newspaper section. Insert the number of the appropriate section in the box beside the relevant news item. **(20 marks)**

**2 marks for each correct answer**

**10 x 2 = 20**

9	Во многих бывших советских республиках 9 мая состоялись торжества, посвященные празднованию очередной годовщины Дня Победы.
7	Итальянский модный дом Gucci откажется от мехов, начиная с коллекции весна-лето 2018.
1/ 2	Международная федерация баскетбола (FIBA) официально разрешила игрокам выходить на площадку в хиджабах и прочих головных уборах при условии, что они будут либо выдержаны в черно-белых цветах, либо сочетаться с цветом формы команды.
10	В зоопарке Атланты в возрасте 39 лет скончался орангутанг Шантек, который первым из своих сородичей выучил человеческий язык жестов.
3	Россияне проводят в соцсетях 32% всего своего онлайн-времени, или почти 20 часов в месяц.
6/ 10	Ученые из США установили, что присутствие собаки в доме снижает риск возникновения экземы и развития астмы у младенцев.
5	В МВД заявляют о сокращении количества нелегалов на территории РФ, сейчас их число составляет 2,3 миллиона человек.
2	Спасо-Преображенский собор в Тверском кремле, взорванный в 1935 году, будет восстановлен.
8	Глава Центробанка, Эльвира Набиуллина, разговаривала с Путиным о состоянии российской банковской системы и приоритетных направлениях ее развития.
4	Россияне предпочитают ездить на новой «Ладе». В сентябре было продано 28 263 штуки, что сразу на 23,8% больше, чем за аналогичный период 2016 года.



## 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.

*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. Latin letters are treated as errors.*
- Do not award marks if the verb is supplied in the wrong tense*

Мой день обычно начинается с пробежки. Я просыпаюсь на полчаса раньше, чем мне нужно было бы, если бы я утром не спешил на спортплощадку.

Пока я занимаюсь зарядкой, мама с папой уже уходят на работу. Завтрак они оставляют мне в холодильнике.

А потом меня ждет день школьных занятий. Школа моя находится недалеко от дома, я иду туда пешком. Учусь я хорошо, но без фанатизма, как говорят учителя. Ранее отец уговаривал меня учиться лучше, говорил, что я могу быть отличником. Но я не справился с таким большим и серьезным заданием.

Мой любимый урок в школе - биология. Сегодня его, увы, нет. Еще я люблю физику, химию, то есть науки о природе. Мне интересно не только учиться, но и активно заниматься внешкольным творчеством. Я люблю занятия в кружках и секциях больше, чем "потеть" за партой с учебниками. Поэтому сегодня после уроков я останусь на репетицию команды КВН.

Мое хобби — фотография, и завтра я пойду в фотосекцию в наш местный Дом культуры. Там мы будем учиться снимать фотоаппаратами и камерами, профессионально печатать фотографии, делать своими руками красивые рамки для фото.

Вечер я провожу дома, готовлю себе костюм на КВН, разговариваю с родителями за ужином, а спать пытаюсь лечь как можно раньше, потому что люблю просыпаться рано. Завтра будет новый день моей замечательной жизни!

## 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. Russian music and/or musicians/ Музыка/ музыканты в Российской Федерации.
2. Russian literature / Русская литература.
3. Housing in the Russian Federation/ Жильё в Российской Федерации.
4. Irish-Russian links / Российско-ирландские связи.
5. Cities in the Russian Federation / Города 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 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 2<sup>nd</sup> or 3<sup>rd</sup> word, mark expression between 9 and 14 (9-11; 12-14; 15-16) 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 15-16  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 12-14  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 9-11  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. LA: evidence of cross linguistic influence
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 = ...
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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.

**1. LETTER**

Write a letter of enquiry about work experience/internship. In your letter make reference to the following:

- A. Letter Introduction
- B. Basic information about yourself including your education
- C. Basic information about yourself including your hobbies
- D. Why you are interested in this company
- E. Your work experience to date.
- F. Signing off

**2. NARRATIVE**

Write a pleasant memory from your childhood.

- A. Pleasant
- B. Memory/childhood
- C. Where you went? (Assign marks for description of place, facilities in place, services, landscape, population)
- D. Who you were with?
- E. What you did? (Assign marks for what others in 'your' party did (read 'you' as plural)
- F. (Relevant contextual information)

**3. DISCUSSION**

Discuss the advantages and disadvantages of military or civilian national service for all.

- A. Advantages
- B. Disadvantages
- C. Other relevant contextual information

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 the first/second questions the examiner is not required to mark the subsequent one(s).*

**1. Communication/content (C)**  
Award content marks first (ex 15). Use the letters (A - F) when showing individual content points and, where applicable, superscript numbers for successive points within that content area (A<sup>1</sup>, A<sup>2</sup>, A<sup>3</sup>); 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.

*Put square brackets around sentences taken verbatim from comprehension texts and do not count for content or expression. Allow borrowing of words/ phrases from comprehension texts integrated into candidates' own language. Rule of thumb: there has to be something (say 50%) of the student's in a sentence for them to get credit.*

**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 or -2).

Lower E Ex 10	E Ex 15	Expression
7 – 10	11 – 15	<b>Vocabulary</b> use good – rich, idiomatic and appropriate. <b>Spelling</b> mistakes rare, <b>grammar</b> generally correct: Good level of accuracy in verb endings, agreements; correct use of tense...
4 – 6	6 – 10	<b>Vocabulary</b> use quite good – generally adequate and appropriate, with perhaps some Russian idiom. Not too many <b>spelling</b> mistakes. Few serious/frequent minor <b>grammar</b> errors: verb forms, tense, agreements, endings correct more often than not, especially at the upper end of the category.
0 – 3	0 – 5	<b>Vocabulary</b> very inadequate, possibly with English words and interference from English syntax. Many <b>spelling</b> mistakes, serious <b>grammar</b> errors: verb forms generally incorrect, tense inconsistent, inappropriate; few correct agreements.

Lower A	Expression
11 – 12	<b>Vocabulary</b> use good – rich, idiomatic and appropriate. No problem with use of <b>tense</b> , <b>aspect</b> and <b>case</b> . No difficulty with <b>complex syntactical structures</b> . <b>Tone</b> and register appropriate. <b>Spelling</b> mistakes common, problems with word boundaries.
9 – 10	<b>Vocabulary</b> use quite good – generally adequate and appropriate, with perhaps some Russian idiom. Few complex syntactical structures. Tone and register perhaps not appropriate. OK use of aspect and tense.
7 – 8	<b>Vocabulary</b> 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.***

***Where a candidate supplies half the details from one of the segments on the marking scheme and half from another segment, the candidate should be assigned two marks: e.g. Section IV, 1.ii. the marking scheme includes the following two details: + she applied/ inquired in half of the galleries in Dublin + her husband did the other half***

**If the candidate says:** her husband and she went round the Dublin museums, assign two marks for husband and she going round Dublin xxx and no marks for museums = total of 2

### Section 1

#### **1.i. What does the caller want to buy? Give one detail.**

A sofa/a couch/a divan /a (sofa-)bed

#### **1.ii. When will he call into the shop? Give one detail.**

3pm/ in the afternoon

#### **2. Give two details about the sick person.**

Ivanova /Alla /Sergeevna + person's/caller's grandmother/an elderly person + DOB/ born on the 17.04/1960 + address Belkin Street,(56) + (phone number) 5675678

#### **3. Give two details about the reductions currently on offer in the clothes shop.**

30% reduction + T-shirts + jeans

**no marks:** shirts + jerseys

#### **4. Give two details about the ticket which the passenger bought.**

4pm train + from Minsk to Mogilev + on Saturday + compartment + lower bunk bed/ bottom berth, lower seat, bottom/lower place

**no marks:** seat downstairs, ticket for coupe wagon, wagon P

**5. Give two details about this conversation.**

Student/she/woman/girl is looking for book + book only available with other book + in library/librarian + Emile Zola's /"Germinal" /novel + she is a student/in her third year (accept 'course') in college/university + Russian / Philology/languages Department + she is allowed to keep the book for 2 weeks

**no marks:** buying a book; romantic/romance/roman; book by Tareze Rakel

**SECTION II**

**1. Give two details about Monica Loughman's time in Perm.**

1992 + (there were) 11 (of them) from Ireland + after 3 years of hard work/ she worked hard for 3 years + she was invited to the Perm Theatre + (she was) the first/only foreigner in the theatre + she was 16 years old + first Irish ballerina/ she danced (in Perm) + spent 16 years in the theatre/as professional/ spent 19 years in Perm + she moved to Perm from Ireland and then moved back to Ireland again

**no marks:** started learning ballet at 16

**2.i. What does Monica say about learning Russian. Give one detail.**

She knew only 1 word "hello" + lived three years with Irish so didn't speak Russian + when started working in the theatre had to learn it

**2.ii. What attracts Monica to the role of Giselle? Give one detail.**

The role suits her + the role is anti-Monica + she likes to be somebody else/ let her hair down (for 90 minutes)/ go mad/ lose the run of herself + they are complete opposites in real life + Giselle is naïve/sensitive

**3. Give four details about the Academy of Russian Ballet in Ireland.**

elite ballet of ML + For children 5 up it is important to listen to music/ count + they do first and second position + it is like a game/fun + from the age of 10 up it's more serious + they do dancing, performing + with teenagers everything is strict + they have mutual respect + she can teach/show them a lot + //there are (4/plural) Russian children in a junior group + there are (2/plural) Russian children in a senior group// 6 Russian kids in ballet school + Cork and Dublin + only professional dancer in Ireland

**4. Give two details about Monica's son.**

7 years old + does ballet + went to Russia/Saint-Petersburg + Damien + likes different things



### Section III

**1.i. How long does the Festival «A Taste of Moscow» last?**

4 days

**1.ii. How many visitors are expected to attend the festival?**

40,000 visitors

**2. Give three details about what visitors will be able to enjoy at the festival.**

(They will be able to taste) food/ dishes and drinks + from (more than 20) different restaurants + (more than) 60/first class/top/ famous chefs are going to cook + (over 150 different) representatives of various brands + over 200 interactive master classes and degustation. + play zones/areas for children + childminding services + quality goods/produce + unique experience  
**no marks:** chiefs

**3.i. Give three details about the cultural programme.**

15 interactives platforms + musicians + famous performers + jazz (lounge) + (theatrical/ surprise) performances

**no marks:** artists; playground

**3.ii. Give two details about how visitors will pay for food.**

Taste/own currency + 100 roubles-1 taster/taste + can buy taste currency in Taste/festival banks + no refunds / you have to spend it on food and drinks + cost of tastes (3-5)

### SECTION IV

**1.i. Who is Tatyana? Give two details.**

(She is one of the most famous) painter/ artists (in Ireland from Eastern Europe) + her work is displayed in some galleries in Dublin + she is (registered) in the *Buyer's Guide to Irish Art* Arrived in 2001 + from (Western) Ukraine/Eastern Europe + her husband came with her +

**1.ii. Give two details about Tatyana's first few months in Ireland.**

it was difficult + she applied/ inquired in half of the galleries in Dublin + her husband did the other half + nobody wanted to take her work + only few people agreed/ decided to take a risk

**2. Give three details about Tatyana's work.**

Mainly she does landscapes + Irish nature + famous Irish/Dublin places + Evening on (Grafton) street + façade of (Shelbourne) Hotel + descendants of Irish emigrants/people in Canada and USA/people living abroad buy her work + her type of work is popular + more than 10 exhibitions + sold/bought online + love of Ireland/Dublin is reflected/communicated/transmitted in her work

from section 3: she works in (Russian) schools + she gives masterclasses

**3. Give three details about what Tatyana says about Ireland and/or Irish art.**

Loves Ireland + loves Dublin + (loves) Irish rain + soft colours + Irish architecture + Irish pubs + view of Irish harbour on a nice day + fishing boats/white yachts + she likes Irish artists + Walter Osbourne + Jack B. Yeats + Irish museums

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