



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2024

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.

Marking:

- All scripts should be marked in red pen.
- Allocate a mark to every question/section of question, even if it is a mark of 0. Write mark above the material. In the right-hand margin total the marks for each question/sub-question and underline.
- Correct all material. Where more material is supplied than is required, allocate a mark to that material and supply the mark in square brackets: [mark]. Do not include these marks in your totting up of that question.
- Where a candidate uses the same information in response to two or more questions, accept the first answer only.
- Write the total number of marks obtained on page 1 at the bottom of the page in round brackets. Thereafter, keep a running total at bottom of page in round brackets.
- Total each question (Q.1., Q.2., Q.3.) as you go along and circle those marks at top of page where the question begins.
- Double check final total by comparing final tot (bottom of page) with total of marks for each question (top of page).
- Material that is crossed out: if correct/relevant assign a mark.

Reasonable Accommodation: 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. This means that errors in spelling and in certain grammatical elements such as incorrect cases and conjugations are not penalised. Imagine you are hearing the answer as a recording. Only mistakes that would be picked up when listening should be penalised. i.e. if it sounds correct, do not penalise.

Write 'MMS' on the cover of the script if the modified marking scheme has been applied.

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. The examiner should not have to second guess what the candidate is thinking. Where the examiner has difficulty deciding what the English means, do not award marks.
2. The following usages are acceptable:
 - "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.

SECTION I – 120 MARKS

Question 1. Comprehension

(40 + 10 = 50 marks)

- Award **2 marks** per detail. 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.

Question 1.1 – Comprehension (text)

(40 marks)

1. (i) Describe how the fishermen spent their days. Give **two** details.

2x2 marks

assign 2 marks:

- they spent all days on the lake shore / from morning to the darkness
- they swam
- they fished
- they cooked the fish soup / “ukha” / on the fire

1. (ii) Give **two** details about the local cat called “The Thief”.

2x2 marks

assign 2 marks:

- it was a ginger / orange cat
- it was notorious for stealing everything / fish / meat / sour cream / bread
- it was very good at hiding

2. (i) What did the boys tell the fishermen during breakfast? Give **one** detail.

1x2 marks

assign 2 marks:

- they saw a cat with a fish

assign 1 mark:

- they saw a cat

2. (ii) Why did the cat end up on top of the tree? Give **one** detail.

1x2 marks

assign 2 marks:

- it stole a piece of sausage / salami from the table
- it was escaping from the fishermen

2. (iii) How did the cat behave while in the hole? Give **one** detail.

1x2 marks

assign 2 marks:

- it didn't leave the hole / it stayed / remained in the hole
- it meowed non-stop / annoyingly
- it didn't let go of the fish

2. (iv) How did Lyonka manage to get the cat out from the hole under the house?

2x2 marks

Give **two** details.

assign 2 marks:

- he tied a fish to the end of the thin rope / he used / made a bait (a fish tied to the thin rope)
- he threw the bait / fish tied to the thin rope into the hole
- he pulled the rope / cat out

3. (i) Describe the cat as the fishermen saw him for the first time. Give **two** details.

2x2 marks

assign 2 marks:

- it was thin / malnourished
- it had a torn / damaged ear
- it had a short tail

3. (ii) Locking the cat up in the shed would not fix the problem. Explain why. Give **one** reason.

1x2 marks

assign 2 marks:

- the cat would escape
- would continue stealing
- the cat wouldn't change because it's in the cat's nature / it's part of the cat's character

assign 1 mark:

- the cat wouldn't change

3. (iii) Give **two** details about the cat's feeding.

2x2 marks

assign 2 marks:

- concept of quality: the fishermen gave the cat the best of food / a wonderful meal
- concept of variety: meat / fish / pancakes with sour cream
- concept of length: the cat was eating for over an hour / for a long time
- it was an evening meal / dinner

assign 1 mark:

- the cat was put into the shed

3. (iv) How did the cat behave after the meal? Give **two** details.

2x2 marks

assign 2 marks:

- the cat didn't attempt to escape
- the cat left the shed slowly
- it sat outside the house
- started washing / washed himself

- started looking at us
- the cat stopped stealing
- the cat started living in the fishermen's house
- the cat started walking around the house and the garden
- the cat behaved as if it was the owner / master and the watchman / guard

4. (i) What were the hens doing in the garden the following morning? Give **two** details. **2x2 marks**

assign 2 marks:

- the hens climbed the table
- they started to peck / eat (the buckwheat) porridge / "kasha" / grains / from the plates / bowls
- they got alarmed / loud / noisy / they started making loud noise and sounds
- they broke a glass of / with milk
- they hid in the shed

4. (ii) What was the cat's reaction to the hens' behaviour? Give **two** details. **2x2 marks**

assign 2 marks:

- the cat didn't like it
- the cat chased the hens
- the cat protected the garden from the hens' attack
- the cat meowed loudly

Question 1.2 – Language Awareness**(10 marks)**Answer **ONE** of the following: Q. 1.2(i) or 1.2(ii)**Q. 1.2 (i)** Supply the infinitive/dictionary form of the following verbs from the text:**Award 2 marks for each correct answer:****5x2 marks**

Verb/Глагол	Infinitive/Инфинитив
стали	стать
показалась	показаться
поможет	помочь
вышел	выйти
следует	следовать

OR**Q. 1.2 (ii)** Match the words, which are all selected from the text, with the names of parts of speech. Insert the appropriate number in the right-hand column of the table entitled **PARTS OF SPEECH**.**Award 2 marks for each correct answer:****5x2 marks****RANNA CAINTE / PARTS OF SPEECH / ЧАСТИ РЕЧИ**

1. aidiacht / adjective / имя прилагательное
2. ainmfhocal / noun / имя существительное
3. réamhfhocal/ preposition / предлог
4. forainm / pronoun / местоимение
5. briathar / verb / глагол

FOCAIL / WORDS / СЛОВА	RANNA CAINTE / PARTS OF SPEECH / ЧАСТИ РЕЧИ
звали	5
при	3
её	4
ужин	2
Зелёными	1

Question 2. Comprehension

(40 + 10 = 50 marks)

Question 2.1 – Comprehension: Summary Writing

(10 x 4 marks)

Write a paragraph **in English** in response to the questions under each section.

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.

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, no more than 1 discretionary mark can be awarded)

Part 1. What does Masha think about her work experience so far? Give **four** **10 marks** details.

Main points:

- it's hard to find a job for a 11 year old
- Masha was happy that she was earning her own money
- she was paid 400 roubles / she was happy with the amount of money received (400 roubles)
- money does not come easy
- her latest job conditions were not fair / she thinks that 150 roubles wasn't enough for such a job
- she felt disappointed with her experience / won't work in these conditions again
- it will be easier to get a job once she is 14

Secondary details:

- she was tired / her feet were tired
- first job was selling souvenirs
- helped her mother sell ice cream
- didn't get paid for helping her mother

Part 2. What lessons did Arseniy learn from his summer work experience? Give **four** pieces of information.

10 marks

Main points:

- he learned a lot about the bees / apiary
- he felt some financial freedom / independence + he liked it
- it is a right thing to work at his age
- work is always beneficial for human beings
- work encourages to think about the future + how to spend money
- he got the taste of the adult life

Secondary details:

- he was pleased that he could spend the money on his own needs
- he was happy that he earned the money even though it was not a big sum
- he didn't gain any specific professional skills
- he worked in the school library

Part 3. Natasha describes the benefits of getting a job as a teenager. Give **four** details.

10 marks

Main points:

- it helps the teenagers to understand (the concept of) work
- it helps them to understand what responsibilities they need to fulfil
- it disciplines you / it helps you to manage your time / it prevents you from wasting your time
- it gives you sense of independence
- teaches you to use your finances / teaches you not to waste your (hard earned) money
- it develops your communication skills / it helps you to learn how to deal / communicate with people / your colleagues / clients / how to solve the problems / conflict situations

Secondary details:

- the teenagers should be allowed to work during the summer / holidays

Part 4. What concerns does Tamara have about her daughter having a job? Give **four** details.

10 marks

Main points:

- her daughter gets tired / she spends all day on her feet
- she worries that her daughter's job will interfere with her schooling / studies
- her daughter will decide not to continue with her studies / education / that her daughter will leave school altogether
- she is concerned that her daughter doesn't save the money for anything specific / a notebook / a new phone
- wastes her hard-earned money on shopping and parties / spends money thoughtlessly
- she worries that her daughter does not understand which temptations might be dangerous

Secondary details:

- she thinks children are too naive and could be easily taken advantage of / cheated
- Tamara believes children should rest during the school holidays
- she believes children should enjoy their childhood / being children

Question 2.2 – Language Awareness**(10 marks)**Answer **ONE** of the following: Q. 2.2(i) or 2.2(ii)

Q. 2.2 (i) In the text 'Work for Teenagers: pros and cons' find five words related to 'Employment' and list them in **Russian**.

Award 2 marks for each correct answer:**2x5 marks****Réimse séimeantach / Semantic field / Семантическое поле:**

- работа, подработать, поработать, заработать, наработаться, подработка
- торговать
- продавец, курьер, официант, помощник повара, онлайн-менеджер
- условия (работы)
- заплатили
- деньги, рубли, сумма, оплата (без оплаты), зарплата,
- трудоустроен, труд
- опыт работы
- финансовая свобода, финансовая ситуация, финансы
- профессиональные навыки
- обязанности
- коллектив
- клиент(ы)
- идти на контакт, конфликтные ситуации

This list is not exhaustive.

*do not award marks for the same word provided in different cases e.g. работа, работу

OR

Q. 2.2 (ii) Indicate the case of the nouns in **bold**.

Award 2 marks for each correct answer, answers may be given in Irish, English or Russian:

2x5 marks

Noun phrase/словосочетание	Case/падеж
мы с подругой	Instrumental case / Творительный падеж
помогала маме	Dative case / Дательный падеж
раздавать листовки	Accusative case / Винительный падеж
стояли на улице	Prepositional case / Предложный падеж
больше возможностей	Genitive case / Родительный падеж

Question 3. Structuring Extended Discourse**(20 marks)**

Match the news items in the table below with the appropriate newspaper section.

Award 2 marks for each correct answer:

10x2 marks

8	5 августа жители и гости города Омска смогут прокатиться на «Музыкальном трамвае». Он проследует по маршруту №4. Пассажиров ждёт живое исполнение музыкальных композиций, игры и сладкие призы. Проезд бесплатный.
1	Если у вас есть симптомы простуды, но нет температуры, приходите на приём к дежурному врачу в поликлинику без предварительной записи. При необходимости дежурный врач направит вас к узкому специалисту.
10	Главным источником загрязнения воздуха являются автомобили, сообщают власти столицы. Москвичам приходится вдыхать выхлопные газы, которые содержат около 220 вредных веществ. Информацию о чистоте воздуха можно найти на интерактивной карте.
3	В ноябре жители столицы смогут увидеть метеорный поток Леониды, который достигнет своего пика в ночь на 18-е число. Астрономы ожидают около 15 метеоров в час. Кроме того, можно будет понаблюдать за всеми яркими звёздами зимних созвездий.
9	Представляем аудио-проекты московских учеников, которые записывают интересные подкасты в школьных медиастудиях. Ребята говорят о том, что их волнует, рассуждают о жизни, читают стихи и даже поют под гитару.
4	Для учащихся средних школ города Тюмени предлагаются мастер-классы по изобразительному искусству. Школьники смогут освоить навыки рисования и создать пейзажи на тему «Осенняя пора».
7	В Великом Новгороде в рамках Международного театрального фестиваля Достоевского состоится благотворительный показ спектакля «Неточка Незванова». Вход свободный для всех желающих.
5	Уходящий июль запомнился жителям Москвы и области температурным рекордом: в ночь на 7 июля воздух в столице прогрелся до 23 градусов тепла – этот «тропический» показатель сделал её самой тёплой за всю историю наблюдений в столице.
6	В Санкт-Петербурге стартует чемпионат России по плаванию. В течение 6 дней спортсмены разыграют 48 комплектов наград, а зрители увидят на дорожках бассейна сильнейших спортсменов России.
2	В Москве названы победители премии имени Чуковского для детских писателей. Лучшими произведениями стали 7 книг, 6 из которых выбрали члены жюри, а победителя седьмой номинации определило народное голосование.

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

Question 1. Grammar

(30 marks)

Read through the following text. Put the words in brackets into the correct form.

Note: In this exercise, answers are either right or wrong:

- If the word is misspelled / transcribed, do not award marks.
- Do not award marks if the verb is supplied in the wrong tense.

Award 2 marks per correct form:

15 x 2 marks

«С Новым годом! С Новым счастьем!» Раньше всех эти слова говорят жители Камчатки и Дальнего Востока. И только через девять **(часов)** поздравляют друг друга с праздником москвичи. Новый Год **(празднует)** вся страна. Все дети и взрослые с нетерпением **(ждут)**, когда куранты пробьют двенадцать, чтобы загадать желание. Новый год – это самый любимый и оптимистический праздник. К **(нему)** все готовятся заранее. В праздничные дни город необычен. В витринах магазинов, на площадях и в парках **(стоят)** нарядные ёлки. На улицах много **(людей)**. Они **(спешат)** закончить дела старого года, подготовиться к **(празднику)** – купить подарки детям, родным, друзьям. Праздник начинается с украшения **(новогодней)** ёлки. Это огромное удовольствие для взрослых и детей, поэтому во многих домах ёлку наряжают всей семьёй. Ёлочные игрушки хранятся почти в **(каждом)** доме. Целый год они лежат в коробках и ждут **(своего)** часа. Каждый год покупается несколько **(новых)** игрушек. Иногда в доме есть игрушки, которые подарили бабушке ещё в её детстве.

Самый главный сюрприз лежит под **(ёлкой)**. Там подарки, которые принёс добрый Дед Мороз. Сколько же **(ему)** лет? Нам кажется, что он так же стар, как другие герои сказок. Но на самом деле он самый молодой из русских **(сказочных)** героев.

Question 2. Short Essay: Cultural Awareness

(30 marks)

Write a short essay (**50 words**) in **Russian** on **one** of the following topics. Supply **five** factual details. Indicate which essay you are writing by supplying the essay title.

Marks are awarded for relevant content, expression and structure (organisation of ideas).

- Russian music and / or musicians / Русская музыка и / или музыканты
- Tourism in Russia / Туризм в России
- Family in Russia / Семья в России
- Plants and Wildlife in Russia / Растительный и животный мир в России
- Youth culture in the Russia / Молодежная культура в России

Award:

Content (C) = 10 marks

Language + expression (E) = 20 marks

Note: 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 2 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.
- Put a square box around repeated errors, do not re-penalise.
- Use a wavy line to underline spelling mistakes and errors of vocabulary.
- Underline serious mistakes.
- Deduct 1/2 marks from candidates who randomly use/fail to use soft signs in present tense forms or infinitives

Mark	Language: lexis, accuracy, fluency
18-20 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 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 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. 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).
6-9 lower E 4-6	Some basic knowledge of lexis but lacks variety. Lexis often inappropriate with frequent Anglicism 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. Much Anglicism. 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.

Question 3. Guided writing

(40 marks)

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

1. LETTER

a) Write a letter on behalf of Lyonka to the fishermen (Comprehension Text, Question1) to let them know about how the cat has settled in since they left. In your letter, you should refer to the following:

- opening (A)
- where the cat lives now (B)
- what the cat looks like now (C)
- how the cat's character has changed (D)
- sign off (E)

OR

b) Write a letter of enquiry about work as a team leader in a summer camp. In your letter, you should refer to the following:

- opening (A)
- basic information about yourself, including your education (B) and hobbies (C);
- why you are interested in this position (D)
- dates you are available (E)
- your work experience to date (F)
- sign off (G)

2. NARRATIVE

a) Write an account of your most memorable school trip.

OR

b) Masha (Comprehension Text, Question 2) has recently started her part-time job. Write Masha's blog entry describing her first day in work.

3. DISCUSSION

a) Discuss the importance of keeping traditions.

OR

b) Discuss the advantages (A) and disadvantages (B) of having a pet animal.

Award:

1. Communication + content (C) = 15 marks
2. Language + expression (E) = 15 marks
3. Textual coherence (TC) = 10 marks

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 where specified.

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.
- Put square box around repeated errors, do not re-penalise.
- Use wavy line for spelling mistakes and errors of vocabulary.
- Underline serious mistakes.
- Deduct 2 marks from candidates who randomly use/fail to use soft sign in present tense forms or infinitives.

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. 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).
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.

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 poorly 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.
- Where a candidate provides both a correct and an incorrect contradictory answer to the same question, the incorrect contradictory answer nullifies the correct answer.
- Accept any formulation which communicates the information sought.
- Accept answers to questions written in the wrong place.
- Do not award marks for information contained within the question.

SECTION I

Brief Conversations

(20 marks)

Award 2 marks for each detail

Segment 1:

1. (i) Give **two** details about the client's appointment.

- at the hairdresser's / for a hair cut
- made a week before / in advance
- for today
- Tuesday
- 21st March
- at 11:30
- with Marina
- client is happy with the result
- costs 1800 roubles

1. (ii) Give **two** details about the service the client would like to get.

- a short haircut
- small fringe
- hair washed
- no dye

Segment 2:

2. (i) Give **two** details about the first apartment offered by the agent.

- it's inexpensive
- it's located in the suburbs / not in the city centre
- it takes 40-45 minutes by bus
- the rent price is 50 thousand roubles
- too expensive for the client

2. (ii) When can one view the second apartment? Give **two** details.

- on weekdays + after 6 pm
- on Saturday + before lunch

Segment 3:

3. (i) Give **one** detail about the standard parcel delivery.

- it takes up to 10 days
- it costs 4,800 roubles
- it is cheaper than courier delivery

3. (ii) What information can the customer find on the receipt? Give **one** detail.

- parcel / tracking number

SECTION II

Interview

(20 marks)

Award 2 marks for each detail

Segment 1:

1. (i) Give **two** details about the Maths Olympiad.

- it's international
- it takes place once a year
- it takes place in summer
- this year in Oslo / Norway
- different selection rounds / school Olympiads / all-Russian
- six people were selected last year

1. (ii) According to Galiia, what were the advantages of having the Maths Olympiad online? Give **one** detail.

- they worked in a familiar setting / in their own country / at home
- they were not tired after long / difficult flights / journeys by plane

Segment 2:

2. (i) What decision did Galiia take when she was in her 9th year in school? Give **one** detail.

- she realised she needed to work more
- she started working independently
- she wanted to reach the International Olympiad

2. (ii) Give **two** details about Galiia's preparation for the Maths Olympiad.

- it was intense
- they had 2 four-hour sessions / classes a day
- sometimes she practiced / did sums for 10-12 hours a day
- it's not sustainable to practice in such a way / it's tiring

Segment 3:

3. (i) Give **two** details about Galiia's exams.

- she missed a lot of material
- she prepared independently / on her own
- it was EGE / Leaving Cert / final exams
- she didn't have any problems with the exams
- she didn't (have to) do Maths / was exempt from Maths
- she got 94 points in Russian
- she got 85 points in Physics

3. (ii) What does Galiia plan to do in summer apart from reading books? Give **two** details.

- to go to Maths camp
- to work as a trainee / intern in a Maths camp
- give some time to herself
- to go hiking / long walks / camping

SECTION III

Advertisement

(20 marks)

Award 2 marks for each detail

Segment 1:

1. (i) What will the chocolate maker talk about during the masterclass? Give **two** details.
 - history of chocolate making
 - chocolate making in different countries
 - making classical and unusual fillings
 - heating / cooling chocolate
1. (ii) Give **one** detail about the price of the masterclass.
 - 1,250 roubles

Segment 2:

2. (i) What can one get after the figure-skating trial class? Give **two** details.
 - they will know their fitness level
 - they will get a trainer / teacher
 - they will be put in a class / group
 - they will get training recommendations
2. (ii) Give **two** details about the beginners' group.
 - anyone can learn how to skate
 - all ages are welcome / for all ages
 - fitness / physical form does not matter

Segment 3:

3. (i) How does a client place an order? Give **two** details.
 - choose a dish / dishes from the menu
 - indicate / state number of days
 - provide the address
 - pay for the order
3. (ii) What does the monthly order include? Give **one** detail.
 - ten deliveries
 - each delivery has food for three days

Award 2 marks for each detail

Segment 1:

1. (i) Give **two** personal details about Yuri Nikulin.
 - famous / legendary actor
 - born on 18th December
 - born 1921
 - born in (the town of) Demidov
 - his parents worked in the drama theatre / were actors
 - moved to Moscow aged 4
1. (ii) Give **two** details about Yuri Nikulin's school years.
 - he wasn't interested in school / studies
 - the teachers complained about his behaviour
 - the teachers thought he acted 'like a clown'
 - he enjoyed performing in the school's drama club
 - he received his first acting experience in the school's drama club
 - his father ran the drama club

Segment 2:

2. (i) Describe Yuri Nikulin's famous circus image. Give **two** details.
 - big shoes
 - short stripy trousers
 - shirt
 - jacket
 - bright tie
2. (ii) Why did the audience like his first role in the film? Give **one** detail.
 - he was a happy / merry guy
 - he was talented

Segment 3:

3. (i) How did the circus benefit since Yuri Nikulin became its director? Give **one** detail.
 - many interesting programmes were shown
 - a new / contemporary building was built
3. (ii) Give **two** details about the last years of Yuri Nikulin's career.
 - he was the author / presenter of an entertainment programme / 'White Parrot'
 - he wrote books of comic stories / anecdotes / jokes
 - he published his autobiography / titled 'Almost Serious'
 - he set up a charity to help young / retired circus artists

APPENDIX 1

Modified Marking Scheme

A modified marking scheme is applied to the work submitted by candidates who have been granted one or a combination of the following arrangements:

- a recorded version of written work
- use of a computer with the spell-check facility enabled
- use of a scribe
- waiver in relation to spelling and grammar

For Russian Leaving Certificate **Higher Level** this means that errors in spelling and in certain grammatical elements are not penalised.

Reading Comprehension and Written Production

Spelling: Do not underline words that are misspelt even when pronunciation is affected.

Grammar: The grammatical elements which are not to be penalised can be judged by imagining that you are hearing the answer as a recording. Only mistakes that would be picked up when listening should be penalised.

APPENDIX 2: AURAL TEXTS

SECTION I

Brief Conversations

Segment 1

Клиент: Здравствуйте, мне нужна парикмахер-стилист Марина.

Стилист: Здравствуйте, это я. Вы к нам записаны?

Клиент: Да, я звонила вам на прошлой неделе и записалась на сегодня, вторник, 21 марта, на 11.30.

Стилист: Проходите, пожалуйста. Вы хотите подстричься?

Клиент: Мне бы хотелось короткую стрижку и небольшую чёлку. Красить волосы в этот раз не надо.

Стилист: Хорошо. Голову мыть будем?

Клиент: Да, пожалуйста.

Стилист: Ну как, Вам нравится?

Клиент: Да, отличная причёска!

Стилист: И Вам очень идёт!

Клиент: Сколько с меня?

Стилист: 1 800 рублей.

Клиент: Вот, возьмите, сдачи не надо. Спасибо большое. До свидания.

Segment 2

Студент: Алло! Агентство «Жильё»?

Агент: Да, чем могу помочь? Вы хотите арендовать квартиру?

Студент: Да, я хотел бы снять недорогую квартиру недалеко от университета.

Агент: У нас есть недорогая квартира, но она находится не в центре, а на окраине города. На автобусе ехать минут 40-45.

Студент: А сколько она стоит?

Агент: 50 000 рублей в месяц.

Студент: Боюсь, это слишком дорого для меня, я студент.

Агент: Тогда я могу предложить Вам другой вариант. Есть одна маленькая комната в двухкомнатной квартире с хорошими условиями: с новой мебелью, быстрым интернетом и всего в пяти минутах ходьбы от университета. Стоимость 30 000 рублей в месяц.

Студент: Это уже лучше! А когда можно посмотреть эту комнату?

Агент: В рабочие дни после шести часов вечера, а в субботу до обеда.

Студент: Ладно, я подумаю и перезвоню Вам через час. Спасибо.

Агент: Будем ждать Вашего звонка. До свидания.

Segment 3

Клиент: Доброе утро! Я бы хотел отправить эту посылку в Ирландию.

Оператор: Здравствуйте. Какой способ доставки вас интересует: обычный или курьером?

Клиент: Расскажите, пожалуйста, сначала про обычный способ.

Оператор: Обычная доставка до 10 рабочих дней стоит 4 800 рублей.

Клиент: А курьером будет быстрее?

Оператор: Да, быстрее, от 3 до 5 рабочих дней, но стоимость 7 400 рублей.

Клиент: Давайте лучше обычной почтой, так дешевле. Тут ничего срочного или ценного нет, в основном книги на русском языке, журналы и несколько сувениров.

Оператор: Хорошо. Тогда заполните вот эту форму. Можно оплатить карточкой или наличными.

Клиент: Вот моя банковская карточка.

Оператор: Возьмите чек, пожалуйста. Здесь указан номер посылки, и по нему Вы можете узнать детали транспортировки.

Клиент: Благодарю!

Оператор: Всего доброго!

SECTION II

Interview

Segment 1

Галия Шарафетдинова, 17-летняя выпускница казанского лицея показала максимальный результат на международной математической олимпиаде в Норвегии, завоевав золотую медаль.

— Галия, расскажи, пожалуйста, об олимпиаде в Осло.

— Это международная олимпиада по математике, которая проводится один раз в год, летом. Отбор проходит на разных этапах: от школьных олимпиад и до всероссийских. В прошлом году отобрали 6 человек, среди них была и я.

— Олимпиада в Осло проводилась онлайн. Как ты оцениваешь такой формат?

— Олимпиаду мы писали в Санкт-Петербурге. С одной стороны, хотелось съездить в Норвегию, посмотреть новую страну. Но, с другой стороны, мы работали у себя дома, в знакомых условиях, у нас не было усталости от долгих, тяжёлых перелётов на самолёте.

Segment 2

— Как ты шла к международной олимпиаде?

— Я записалась на кружок по математике в пятом классе и скоро стала победителем республиканской олимпиады. Но в 9-м классе поняла, что, если я хочу попасть на международную олимпиаду, надо работать больше. И я стала заниматься самостоятельно. В команду я попала не с первой попытки, но этот опыт помог мне понять, что такие неудачи меня не останавливают и я могу развиваться дальше.

— **Как организована подготовка к олимпиаде?**

— Подготовка очень интенсивная: обычно у нас два занятия в день по четыре часа. Иногда я решала задания по 10 – 12 часов в день. Но так, конечно, долго заниматься невозможно, сильно устаёшь.

Segment 3

— **Как тебе удавалось совмещать подготовку к олимпиаде с учёбой в школе?**

— Это было сложно: я пропустила большое количество материала по многим предметам. К ЕГЭ готовилась самостоятельно. В принципе, у меня проблем не было. Математику я не сдавала, у меня было освобождение, русский язык я сдала на 94 балла, а физику на 85 баллов.

— **Какие у тебя планы на оставшееся лето?**

— В августе я хочу поехать в математический лагерь на практику стажёром. Также надеюсь найти время и для себя: собираюсь прочитать несколько книг на английском и французском и сходить в поход с друзьями.

SECTION III

Advertisement

Segment 1

Агенство «Море радости». Подарите Вашему ребёнку незабываемый подарок на день рождения – мастер-класс по приготовлению шоколадных конфет, один из самых популярных в нашей мастерской! На мастер-классе мы будем учиться делать простые шоколадные конфеты и шоколадные конфеты с начинкой. Вначале кондитер расскажет историю производства конфет в разных странах, потом поделится секретами приготовления классических и необычных начинок, а также научит, как правильно нагревать и охлаждать шоколад. На нашем мастер-классе мы будем использовать: орехи, ягоды, цукаты, кокосовую стружку, марципан. А потом все участники приготовят свои маленькие кулинарные шедевры. Продолжительность мастер-класса – 1 час, стоимость – 1 250 рублей. Заказать мастер-класс можно связавшись с нами по WhatsApp или онлайн через наш вебсайт.

Segment 2

Школа фигурного катания «Снежинка». Запишитесь на пробный урок! Мы определим уровень вашей физической подготовки, найдём преподавателя, запишем вас в группу и дадим рекомендации по тренировкам.

Нашей школе уже 18 лет. Наши тренеры – это хорошие специалисты по фигурному катанию, хореографии и танцам на льду. В школе есть две группы. В группе для начинающих учат красиво кататься на коньках всех желающих, независимо от возраста и уровня физической подготовки. А профессиональная группа предназначена для тех, кто хочет более серьёзно заниматься фигурным катанием и участвовать в соревнованиях.

Стоимость абонементов – 8 000 руб за 8 занятий или 10 000 руб за 12 занятий в течение месяца. Для членов семьи у нас действует скидка 5%.

Segment 3

Доставка домашней еды «Мой повар». Мы работаем в Москве и Московской области, Санкт-Петербурге и Нижнем Новгороде. Наша цель – обеспечить Вас готовой и вкусной едой на каждый день. Мы доставим Ваш заказ в удобное для Вас время и место. Свежесть каждого блюда гарантирована. Вам только необходимо выбрать блюда из меню, указать количество дней и адрес доставки, а также оплатить заказ.

Месяц еды за 12 000 рублей – это 10 доставок, в каждой – питание на 3 дня! С начала сентября действует система бонусов.

SECTION IV

Biography

Segment 1

Юрий Никулин, легендарный и всеми любимый актёр цирка и кино, родился 18 декабря 1921 года в городе Демидове в семье артистов местного драматического театра. Когда Юрию было 4 года, семья переехала в Москву.

В школе Юрий не проявлял особого интереса к учёбе. Учителя жаловались на его поведение, по их словам, он вёл себя «как клоун». А вот в школьном драматическом кружке Юрий играл с удовольствием. Кружком руководил его отец, и на этой сцене Юрий получил свой первый актёрский опыт.

Segment 2

Первое выступление Никулина на манеже Московского Государственного цирка состоялось 25 октября 1948 года. За тридцать лет работы в цирке были созданы великолепные сценки и родился знаменитый образ Никулина – большие туфли, короткие полосатые брюки, рубашка, пиджак и, конечно же, яркий галстук.

В 1958 году Никулин начал актёрскую карьеру. Его дебютная роль в фильме «Девушка с гитарой» была небольшой, но очень понравилась зрителям, и они запомнили весёлого и талантливого парня. Следующий фильм Юрия «Пёс Барбос и необычный кросс» сделал его по-настоящему знаменитым. Многие люди до сих пор вспоминают фразы этого легендарного комедийного и драматического актёра.

Segment 3

В 1981 году Никулин стал главным режиссёром, а потом и директором цирка. За это время было показано много интересных программ и построено новое современное здание цирка. Юрий посвятил любимому делу почти 50 лет своей жизни и сейчас цирк носит его имя.

В последние годы карьеры Юрий Никулин был автором и ведущим юмористической передачи «Белый попугай». Кроме того, он издал три книги анекдотов и автобиографию под названием «Почти серьёзно...». Также актёр основал благотворительный фонд, который помогал артистам цирка: и молодым, и тем, кто закончил карьеру.

