



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2025

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) How do the students feel about the *Last Bell*? Give **three** details.

3 x 2 marks

assign 2 marks:

- Happy
- Sad
- Hopeful
- Anxious / worry / excitement
- Emotional / mixed emotions

1. (ii) According to the text, how long does the learning take?

1 x 2 marks

assign 2 marks:

- 11 years

1. (iii) When is the ceremony of the *Last Bell* celebrated? Give **one** detail.

1 x 2 marks

assign 2 marks:

- it takes place during the last days of May / end of May
- when the school is already finished
- when the exams haven't started yet

assign 1 mark:

- in May / last day of May

2. (i) Give **three** details about the opening of the festive school assembly.

3 x 2 marks

assign 2 marks:

- students line up
- the principal and the teachers at the school are there
- they speak about the students' experience / how they grew up / what they learned
- they give awards
- they give certificates / diplomas
- the graduates' first teacher is present at the ceremony
- the first-year students are invited to congratulate to the graduates / are there

2. (ii) Give **two** details about the tradition of ringing the *Last Bell*.

2 x 2 marks

assign 2 marks:

- one of the graduates puts a first-year girl on his shoulder / he carries her on his shoulder / he carries her in front of the students
- the girl rings a bell
- carries her past a line of students / graduates

3. (i) Describe how the school graduates participate in celebrations. Give **three** details.

3 x 2 marks

assign 2 marks:

- they say their words of love and gratitude to the teachers
- they stage concerts (with small enactments, songs and sketches)
- some re-enact Oskar-like ceremony
- someone is in charge of the ceremony
- some stage musicals
- students wear the school uniform
- they wear a ribbon "School Graduate"
- they prepare a school newspaper / a photo album / display / noticeboard

3. (ii) Some schools introduce new ways of celebrating. Give **three** details.

3 x 2 marks

assign 2 marks:

- quest
- flashmob
- excursions / trips / tours
- boat trips
- charitable events

3. (iii) Name **one** of the events that follows the *Last Bell* celebration.

1 x 2 marks

assign 2 marks:

- Unified State Exams (equivalent of Irish / Leaving Certificate Exams)
- a graduation ball (debs)

4. Describe how the Leaving Certificate students in Ireland celebrate their last day in school. Give **three** details.

3 x 2 marks

assign 2 marks:

- it begins with a breakfast
- breakfast is organised by younger students
- awards for sporting achievements
- awards for academic achievements
- a special religious mass is held in some schools
- each school tries to make this day memorable for its graduates
- a sports match between the teachers and Leaving Certificate students
- a barbeque

Question 1.2 – Language Awareness**10 marks**Answer **ONE** of the following: Q. 1.2(i) **or** 1.2(ii)**Q. 1.2(i)** In the text ‘*The Last Bell*’ find five words related to ‘**Education**’ and list them **in Russian**.**Award 2 marks for each correct answer:****5 x 2 marks****Réimse séimeantach/Semantic field/Семантическое поле:**

- выпускник (-и), выпускной бал, выпускные экзамены
- грамоты
- дети, дипломы, директор, домашние задания, достижения (спортивные, академические)
- звонок
- класс, колокольчик, контрольные работы, кубки
- линейка
- научиться, начальных
- одиннадцатиклассники
- первоклассники (-ца), перемены, призы
- ребята
- собрание, студенты
- уроки, учебный, учёба, ученик (-и), учитель (-ля)
- школа, школьники, школьные (дни, двери), школьная форма
- экзамен, экскурсия

Etc.

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:****5 x 2 marks****RANNA CAINTE / PARTS OF SPEECH / ЧАСТИ РЕЧИ**

1. aidiacht / adjective / имя прилагательное
2. ainmfhocal / noun / имя существительное
3. forainm / pronoun/ местоимение
4. dobhriathar / adverb / наречие
5. briathar / verb / глагол

FOCAIL / WORDS / СЛОВА	RANNA CAINTE / PARTS OF SPEECH / ЧАСТИ РЕЧИ
Обычно	4
начинается	5
девочку	2
школьную	1
Неё	3

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 Alexandra think about her progress in learning English? Give **four** details.

10 marks

Main points:

- in 1.5 yrs accomplished a lot / did a good job
- studied English in a language school
- gained confidence in communicating with native speakers / after a Skype call with an American girl
- acknowledges that every hour she spends learning English improves her results
- today she uses English for online communications
- felt comfortable half a year ago
- before that she was shy
- for reading reference literature
- now prefers articles in English
- chooses adapted translations at the level higher than her own
- people in University motivated her

Secondary details:

- got acquainted with new people, some of them English speaking
- didn't pay much attention to English studies in school

- too busy in university
- wants to thank the people who helped her

Part 2. Name **two** advantages and **two** disadvantages of being bilingual, according to Ellina.

10 marks

Main points:

Advantages (at least 2 should be mentioned):

- switching between two languages promotes retention of information/remembers information better
- it's easier to learn new foreign languages
- it helps to understand people from other countries/to find common language
- to understand people better

Disadvantages (at least 2 should be mentioned):

- confusing words / might create misunderstanding when mixed up
- it's difficult to be equally fluent in two languages
- second language tends to be spoken / used less / fall behind
- bilingual people sometimes feel "between cultures" / struggle with their identity

Secondary details:

- speaks two languages since early childhood

Part 3. What methods of learning foreign languages does Vadim offer?

10 marks

Give **four** details.

Main points:

- start communicating with native speakers as early as possible
- despite your small vocabulary / couple of hundred words vocabulary and two tenses
- develop your vocabulary and grammar through conversations
- learn pronunciation yourself / from a native / with a teacher
- use audio of book
- repeat after an audio instructor
- record yourself on a Dictaphone
- compare your pronunciation
- ask for help from a native speaker

Secondary details:

- learning pronunciation without a teacher is risky but doable
- use the book's description and audio to learn pronunciation
- persistence / control is required

Part 4. How can knowledge of foreign languages be useful, according to Anastasia? Give **four** details.

10 marks

Main points:

- English is a language of work
- to be a part of an (international) team (of colleagues)
- helps to gather information on-line
- helps to develop close and professional relationship with colleagues
- it's a window into other cultures
- it helps you to understand humour / peculiarities of the nation whose language you are learning

- speaking the language of our converser wins you over in dialogue
- it allows you to submerge deeper into the literature / movies / music / traditions of other people
- when travelling it helps to ask for directions / see new places / have a conversation with local people
- open access to non-tourist attractions (hidden from others)

Secondary details:

- works in English
- all teams are international / representatives of different nations

Question 2.2 – Language Awareness

(10 marks)

Answer **ONE** of the following: Q. 2.2(i) **or** 2.2(ii)

Q. 2.2 (i) Supply the infinitive/dictionary form of the following verbs from the text:

Award 2 marks for each correct answer:

5 x 2 marks

Verb/Глагол	Infinitive/Инфинитив
поменялось	поменяться
общалась	общаться
дали	дать
использую	использовать
улучшает	улучшать

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:

5 x 2 marks

Noun phrase/Словосочетание	Case/Падеж
после диалога по скайпу	Dative case / Дательный падеж
переключаться между языками	Instrumental case / Творительный падеж
запоминает информацию	Accusative case / Винительный падеж
в хорошем учебнике	Prepositional case / Предложный падеж
язык работы	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:**10 x 2 marks**

1. Здоровье
2. Культура
3. Мода
4. Наука

5. Образование
6. Погода
7. Праздники
8. Спорт

9. Транспорт
10. Экология

4	Европейское космическое агентство сообщает, что телескоп «Хаббл» сделал снимок спиральной галактики на расстоянии 49 миллионов световых лет от Земли в созвездии Золотой Рыбы.
9	На дублинское метро уже потрачено 300 миллионов евро, но стройка так и не началась. Предполагается, что строительство начнётся в 2025-м году, а закончится в 2035-м.
7	В июле в окрестностях замка Слейн прошёл фестиваль викингов. Многие гости приехали в исторических костюмах, так что их часто невозможно было отличить от участников.
5	Ученики начальной школы будут проводить один час в неделю, изучая современный европейский язык, в соответствии с новой программой, которая будет вводится поэтапно, начиная с 2025-го года.
6	В Калуге на смену тёплым и солнечным дням начала сентября пришли дожди. Завтра воздух прогреется днём до +24 градусов, но уже к концу недели температура опустится до +8 градусов.
3	В Петербурге известные дизайнеры представили новую коллекцию одежды. Особое внимание привлекли наряды с элементами ручной вышивки.
2	С 27 ноября по 19 января Оперный театр Корка предлагает посмотреть зрелищную пантомиму «Золушка», которая никого не оставит равнодушным.
10	Новый проект обещает изменить подход к утилизации одноразовой посуды и упаковки. Теперь упаковка из смеси пластика и бумаги будет перерабатываться в пищу для грибов.
1	Свёкла тормозит развитие хронических заболеваний и процессы старения. Исследование показало, что антиоксидантные свойства свёклы не утрачиваются при тепловой обработке.
8	В четверг, 5 декабря, состоялся игровой день 14-го тура регулярного чемпионата Евролиги. В общей сложности было проведено пять матчей.

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

В наши дни в Государственном Эрмитаже живут около **(пятидесяти)** котов. Они **(обитают)** в большом кошачьем коридоре длиной почти в 20 километров. В музее животных поселили, чтобы те охраняли картины и книги от **(мышей)** и крыс. Коты попали в Петербург из Казани, потому что о ловкости казанских котов-мышеловов ходили легенды в те времена. Коты быстро навели порядок в **(Зимнем)** дворце, и их стали называть «Охранниками картинных галерей». С тех пор коты **(днём)** и ночью **(берегут)** сокровища нации. Сегодня каждый кот имеет собственный паспорт и внесён в **(специальную)** Книгу учёта. Туда записывают клички всех **(взрослых)** котов и котят, сведения об их повадках и привычках и о том, как именно животное оказалось в музее. Для **(котов)** созданы комфортные условия проживания — в помещении всегда сухо и тепло, у каждого кота есть собственная мисочка и корзинка для сна. **(Всем)** им сделаны прививки и за **(ними)** смотрит ветеринар. Спустя несколько лет службы эрмитажный кот **(идёт)** на пенсию. Как правило, таких животных забирают жители Петербурга, или же они **(отправляются)** в Музей Кошки, где коты могут провести **(свою)** старость в практически домашних условиях. Ежегодно весной проводится «День эрмитажного кота» — уникальный праздник в честь котов-**(служителей)** музея.

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).

- Aisteoir cáiliúil Rúiseach/ A Famous Russian Actor/Actress / Известный русский актёр/актриса
- Cathracha na Rúise / Cities of Russia / Города России
- An Aeráid sa Rúis / Climate in Russia / Климат России
- Laethanta Saoire an Gheimhridh sa Rúis / Winter Holidays in Russia / Зимние праздники в России
- Bia Náisiúnta na Rúise / Russian National Cuisine / Русская национальная кухня

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.
- Award a maximum of 8 content marks if only one город or праздник is discussed

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 to your pen pal in Ireland about your post-graduation plans. In your letter, you should refer to the following:

- Opening (**A**)
- what exams you are sat (**B**) and how you feel about them (**C**);
- your summer holiday plans (**D**);
- your work and/or study plans for the next academic year (**E**);
- Sign off (**F**)

OR

b) Write a letter of enquiry about booking a boat trip for your class to celebrate school graduation. In your letter you should refer to the following:

- Opening (**A**)
- Date (**B**) and time (**C**) of the trip;
- services available on the boat (**D**);
- cost of the trip (**E**) and method of payment (**F**);
- Sign off (**G**)

2. NARRATIVE

a) Write an account of the most memorable show or performance act you attended.

OR

b) Alexandra (Comprehension Text, Section II) had a Skype call with a girl from the USA. Write Alexandra's blog entry describing this experience. You should address the following:

- what the girl from the USA looked like (**A**);
- topics you discussed (**B**);
- what went well or what didn't go well (**C**).

3. DISCUSSION

a) Discuss the importance of learning about different cultures.

OR

b) Discuss the advantages (**A, B**) and disadvantages (**C, D**) of becoming a professional tour guide.

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.
- If a candidate has misunderstood the instructions, award marks for relevant content.

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.
- 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 hotel reservation.

- reservation in Ivanov's name
- he booked a single room
- he booked a room with balcony
- the booking is from 10th to 12th January / for 2 nights
- the booking is already paid

1. (ii) What other services, besides accommodation, does the hotel offer to their clients? Give **two** details.

- free Wi-Fi
- breakfast
- 24 hrs gym
- assistance with luggage

1 mark Gym / Wi-Fi / restaurant

Segment 2

2. (i) Give **two** details about the shirts which were brought to the dry cleaners.

- 2 shirts
- men's shirts
- white shirts
- the shirts need to be washed / cleaned and ironed
- costs 950 roubles

2. (ii) How much would it cost to dry clean the dress?

- two and a half thousand roubles

Segment 3

3. (i) Give **two** details about how a tourist can get to the nearest metro station.

- walk straight ahead (don't turn)
- walk up to the café
- cross at the café
- cross to the main square
- use the underpass
- come up (from the underground crossing) to the main square

4. (ii) What should the tourist do when he enters the metro station? Give **one** detail.

- buy a ticket
- locate the M1/red line
- take the train to the station "Tsentrlnaya"/"Central"
- travel 3 stops
- get off at the station "Tsentrlnaya"/"Central"

SECTION II Interview

(20 marks)

Award 2 marks for each detail

Segment 1

1. (i) Give **two** details about Iridan Academy.

- it's one of the first schools of Irish dancing in Russia / school of Irish dancing in Russia
- it's 20 years old
- it has branches in more than 10 cities in Russia
- has adult and children's groups
- they teach all type of Irish dancing (step, soft technique, solo and group dancing, sport dancing and modern show style)
- regularly organises competitions / concerts
- participates in city events
- performs in art projects

Segment 2

2. (i) What attracted Elena Kholkina to Irish dancing? Give **two** details.

- full of energy
- manifests love for life
- full of jumps / elements where the dancer is in the air
- accompanied by live music

2. (ii) What opportunities does Irish dancing open to the dancers? Give **two** details.

- to participate in competitions
- make new friends
- travel around the world
- get to know new cultures

Segment 3

3. (i) Give **two** details about Elena's first video project.

- created in 2017
- it's a dance project
- she created it herself
- she shot /recorded / filmed it herself

3. (ii) Give **two** details about the rehearsals of video-projects.

- there is limited time
- the dancers have to learn material at a short notice
- have to remember a lot of movements
- long practice hours
- they could be filming until sunrise / dawn, sometimes at night / out of hours
- when it's raining / difficult weather conditions
- individual and collective responsibility / others depend on you and you

depend on others

Award 2 marks for each detail**Segment 1**

1. (i) What experience can one expect from this trip? Give **three** details.

- it's an individual trip
- the excursion is in Russian
- to visit Irish / old castles
- history of Ireland
- culture of Ireland
- legends of Ireland
- architecture of Ireland
- enjoy seascapes
- meet a ghost if you are lucky / might / maybe
- transportation by car / a car journey
- lunch in a pub
- atmosphere of medieval Ireland

1. (ii) Give **one** detail about the meeting point for this trip.

- at the entrance of the tourist agency / "Globus"

Segment 2

2. (i) What does "All Included" ticket offer? Give **two** details.

- a visit to 10 themed zones
- an unlimited visit to all rides / attractions / slides
- shows / interactive entertainment
- meeting favourite cartoon characters

2. (ii) Give **one** detail about the promenade.

- its streets are built in a way that replicates the streets of different cities in the world
- you can visit streets of Rome / Barcelona / London without purchasing a plane ticket
- it has shops / restaurants / a concert hall

Segment 3

3. (i) Give **two** details about the dumplings.

- different colours
(white/green/red/black)
- different fillings (with
meat/cheese/prawns/crab)
- they all are exceptionally good
- cooked in the open kitchen
- cooked daily
- fresh and tasty
- fairly priced

3. (ii) What service does the dumplings' house offer to its clients? Give **one** detail.

- order online
- home delivery
- within 5 km radius
- within 40 minutes

SECTION IV Biography

(20 marks)

Award 2 marks for each detail

Segment 1

1. (i) Give **two** details about Anton Chekhov's early childhood.

- was born in Taganrog
- he was born in 1860 / 17 January 1860
- he was born in the family of a shop proprietor
- he was helping his father in the shop
- he sang in the church choir
- read a lot
- liked to observe (watch) people

1. (ii) Give **two** details about his educational journey.

- in his school years he was a great fan of the theatre
- he participated in plays
- he started to write his own short stories
- after graduating from the school, he left for Moscow
- he entered a university
- medical faculty

Segment 2

2. (i) Give **two** details about his early literary career.

- Chekhov's first works were signed with different pseudonyms / pen names
- Chekhov considered his early works entertaining / not very serious
- he wrote a lot and fast
- his first book was published in 1884
- short stories were published in 1884
- first book was a collection of short stories
- 3 years later, Chekhov started writing his first plays

2. (ii) What are the characteristics of Chekhov's writings? Give **two** details.

- the main theme of his works is the life of ordinary / normal / everyday people
- about people from small towns and villages
- his works are full of irony
- his works are full of sadness / melancholy
- his works are full of deep thoughts about life
- they are regarded as important / significant in the world theatre
- his plays have been on stage for the past 100 years

Segment 3

3. (i) Give **two** details about Chekhov's legacy.

- he is known for his charitable work
- he wrote over 500 short stories, novels and plays
- his work is regarded as classics of the world's literature
- his work is translated into 92 / many / a lot languages
- his plays have been on Irish stage since 1939
- ordinary life can be interesting for readers

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

20 marks

Segment 1

- Администратор:** Здравствуйте! Добро пожаловать в нашу гостиницу!
- Клиент:** Добрый день. У меня забронирован номер на фамилию Иванов.
- Администратор:** Одну минуту, я проверю. Да, забронирован одноместный номер с балконом на 2 ночи с 10 по 12 января. Номер уже оплачен. Правильно?
- Клиент:** Да, всё верно.
- Администратор:** Отлично. Вот ваш ключ и пароль к Wi-Fi, для наших гостей он бесплатный. Позавтракать можно в нашем ресторане на первом этаже, с 7.00 до 09.30 ежедневно. Стоимость завтрака 1,000 рублей на человека. На втором этаже у нас круглосуточно открыт тренажёрный зал. Вам нужна помощь с багажом?
- Клиент:** Нет, благодарю, у меня только один чемодан – я справлюсь сам.
- Администратор:** Хорошо. Приятного пребывания в нашей гостинице!
- Клиент:** Спасибо.

Segment 2

- Клиент:** Здравствуйте. Я бы хотела почистить одежду.
- Сотрудник:** Добрый день. Покажите мне ваши вещи, пожалуйста. Так, у вас 2 рубашки, мужские, белые. Вам постирать и погладить?
- Клиент:** Да, пожалуйста.
- Сотрудник:** Это будет стоить 950 рублей. Что-нибудь ещё?
- Клиент:** Да, у меня ещё есть вечернее шёлковое платье. Я боюсь, что оно совсем испорчено – вот здесь на рукаве огромное пятно.
- Сотрудник:** Хм, здесь трудное пятно и надо будет поработать, но, я думаю, мы сможем вам помочь. Почистить это платье будет стоить две с половиной тысячи рублей. Ваш заказ будет готов через 3 дня.
- Клиент:** Спасибо, давайте оформим заказ.

Segment 3

- Студент:** Добрый день. Извините, вы не подскажете, как дойти до ближайшей станции метро? Я приехал из Ирландии и совсем не знаю города.
- Прохожий:** Идите прямо по проспекту Дружбы, никуда не сворачивая, до кафе «Меридиан». Возле него перейдёте дорогу по подземному переходу и выйдете на главную площадь. Там увидите вход в метро.
- Студент:** Хорошо. А если я хочу посетить исторический музей? Как мне туда добраться?
- Прохожий:** Вам нужна станция «Центральная» на красной линии М1. Вы входите в метро и покупаете билет. Потом садитесь в поезд и едете три остановки.
- Студент:** Большое спасибо, постараюсь не заблудиться.

SECTION II

Interview

20 marks

Segment 1

Елена Холкина, профессиональная танцовщица ирландских танцев, хореограф и видеограф.

Елена, расскажите, пожалуйста, подробнее о вашей танцевальной школе.

Iridan Academy считается одной из первых школ ирландского танца в России, ей уже 20 лет. У нас есть филиалы в более чем 10 городах России. В школе есть взрослые и детские группы. Мы обучаем всем видам ирландского танца: степу, мягкой технике, сольным и групповым танцам, спортивной традиции и современному шоу-стилю. Мы регулярно проводим соревнования, даём концерты, участвуем в городских мероприятиях, а также делаем творческие проекты.

Segment 2

Почему вы выбрали именно ирландские танцы?

Эти танцы полны энергии, и в них демонстрируется любовь к жизни. В них много прыжков и элементов, где танцор проводит время в воздухе. Особенность танцев заключается в том, что они проходят на фоне живой музыки.

В чём, по вашему, кроется секрет популярности этих танцев?

Ирландские танцы – это и шоу, и спорт, и часть национальной культуры. Они позволяют участвовать в международных соревнованиях, открывают возможности путешествовать по всему миру, встречать новых друзей и знакомиться с другими культурами.

Segment 3

А сейчас хотелось бы побольше узнать о ваших видеопроектах.

Своё первое танцевальное видео я придумала и сняла в 2017 году. С тех пор я сняла уже более 15 видео. В некоторых я была видеографом, а в других – я танцевала сама. Мне нравится креативный аспект танца: работа с современной музыкой, нестандартные постановки, возможность выражать эмоций в танце.

В чём заключаются особенности работы с видеопроектами?

В видеопроектах у нас не так много времени на репетиции, поэтому танцоры должны учить новый материал за короткий срок и запоминать много движений. Репетиции могут длиться долго. Иногда мы снимаем до восхода солнца, иногда — ночью, или в дождь. И на репетициях, и на съёмках от тебя зависят другие люди и ты, в свою очередь, зависишь от них.

SECTION III

Advertising

20 marks

Segment 1

Индивидуальная экскурсия на русском языке по замкам графства Дублин.

Чтобы почувствовать атмосферу средневековой Ирландии, необязательно уезжать далеко от города. Наше путешествие на автомобиле познакомит вас с замками, которым несколько сотен лет. Вы узнаете много интересного об истории Ирландии, её культуре, старинных легендах и архитектуре. Насладитесь морскими пейзажами и, если повезёт, встретите настоящее привидение! Стоимость поездки €270. На обед мы остановимся в традиционном ирландском пабе. Экскурсия начинается у входа в турагентство «Глобус» в 9 часов утра.

Segment 2

«Остров Мечты» – это крупнейший тематический парк развлечений не только в Москве, но и в Европе. Здесь есть абсолютно всё для незабываемого отдыха! Покупайте билеты онлайн, получайте бонусы и оплачивайте ими половину стоимости своих следующих покупок. Билет «Всё включено» позволяет посетить 10 тематических зон, а также все аттракционы неограниченное количество раз. Вас ждут яркие шоу-программы, интерактивные развлечения и встреча с героями любимых мультфильмов!

Также на «Острове Мечты» есть прекрасный парк и городской променад с магазинами, ресторанами и концертным залом. В этой зоне можно увидеть улицы, которые своей архитектурой напоминают разные города мира. Вы сможете побывать в Риме, Барселоне, Лондоне, не покупая билет на самолёт!

Segment 3

«Лепим и Варим» — это сеть современных пельменных, где каждый день на открытой кухне готовят удивительные пельмени. Белые и зелёные, красные и чёрные, с мясом, сыром, креветками или крабом. Они очень разные, но все чудо как хороши! Приходите и попробуйте, какими могут быть пельмени. Мы очень любим своё дело и верим, что делаем мир лучше, предлагая нашим гостям вкусную и свежую еду по честным ценам. Нет времени посетить нашу пельменную? Закажите их онлайн, и мы доставим ваши любимые пельмени на дом в радиусе пяти километров в течении сорока минут.

SECTION IV

Biography

20 marks

Segment 1

Антон Павлович Чехов – один из самых известных русских писателей и драматургов. Он родился в Таганроге 17 января 1860 года в семье торговца. С ранних лет вместе с братьями Антон помогал отцу торговать, пел в церковном хоре, много читал и любил наблюдать за людьми.

В школьные годы Чехов стал большим поклонником театра и принимал участие в любительских спектаклях. Ещё во время учёбы он начал писать короткие рассказы. Закончив гимназию, Чехов уехал в Москву и поступил в университет на медицинский факультет. После этого он стал заниматься врачебной практикой.

Segment 2

Первые произведения Чехов считал развлекательными, не очень серьёзными и подписывал их разными псевдонимами. Он писал много и быстро, и уже в 1884 году выходит его первая книга – сборник рассказов, а через три года Чехов начал пробовать себя в драматургии.

Его пьесы, такие как «Чайка», «Дядя Ваня», «Три сестры» и «Вишнёвый сад», стали важными событиями в театральной жизни и уже более 100 лет не сходят со сцен мировых театров.

Одна из главных тем в произведениях Чехова — это жизнь простых людей в маленьких городах и деревнях. Его произведения полны иронии, грусти и глубоких мыслей о жизни. Он был одним из первых писателей, который показал, что обычные жизненные события тоже могут быть интересны для читателей.

Segment 3

Всю свою жизнь Чехов много занимался благотворительностью, работал врачом и много писал. Антон Павлович умер в 44 года от туберкулёза. За свою короткую жизнь он стал автором более 500 рассказов, повестей и пьес. Произведения Чехова признаны классикой мировой литературы и переведены на 92 языка мира: испанский, немецкий, французский, норвежский и другие. Начиная с 1939 года пьесы Чехова регулярно ставятся на ирландской театральной сцене.

