



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2026

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.
- Where a candidate provides both a correct and an incorrect contradictory answer to the same question, the incorrect contradictory answer nullifies the correct answer.
- 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) Give **two** details about the morning of that day.

2 x 2 marks

assign 2 marks:

- frosty / cold / icy / chilly
- sunny
- clear / bright
- snowy

1.(ii) How long did Seryozhka wait for the change in the weather?

1 x 2 marks

assign 2 marks:

- a week / seven days

1.(iii) What did Seryozhka want to do outside? Give **two** details.

2 x 2 marks

assign 2 marks:

- to go sledging / toboggan / sleigh / sled
- to make snowmen
- to play snowballs / snow fight / play with snow

2.(i) Why was Seryozhka upset when he went outside? Give **three** details.

3 x 2 marks

assign 2 marks:

- the wind was cold
- the wind not (so) friendly
- his feet were (knee-deep) in snow
- it was hard to walk behind the sledge
- the fingers got frozen / cold

2.(ii) In what way could the dog be useful for Seryozhka? Give **two** details.

2 x 2 marks

assign 2 marks:

- it would be pulling the sledge

- they could walk faster
- they won't get too tired

3.(i) Describe Jack. Give **three** details.

3 x 2 marks

assign 2 marks:

- his face / he was black
- he was a neighbour's dog
- he was lazy
- he could become fast
- playful / joyful

3.(ii) How did the passersby react to the scene with Jack? Give **two** details.

2 x 2 marks

assign 2 marks:

- they were surprised / confused
- some people were smiling / laughing
- some people were shaking their heads / moving / nodding

4.(i) Where did Seryozhka end up after walking through the snow?

1 x 2 marks

assign 2 marks:

- in the garage

4.(ii) Why did Seryozhka smile when he found his old books and toys? Give **three** details.

3 x 2 marks

assign 2 marks:

- he remembered the funny moments
- when he played with his cars on the floor
- when he made buildings / played with Lego / blocks
- when his grandmother / nanny (Valya) read him fairy tales (stories)

1 x 2 marks

4.(iii) What did Yulka suggest to Seryozhka?

assign 2 marks:

- to invite all their friends from the yard / estate / living in the neighbourhood

1 mark for friends

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:****5 x 2 marks**

Briathar / Verb / Глагол	Infinideach / Infinitive / Инфинитив
спешишь	спешить
подошёл	подойти
казался	казаться
потерял	потерять
пригласим	пригласить

OR**C. 1.2(ii)****Q. 1.2(ii)** In the text ‘Magic Winter’ find five words related to ‘Winter’ and list them in **Russian**.**Award 2 marks for each correct answer:****5 x 2 marks**

- морозный / мороз
- выпадет
- снег
- снежный
- сугроб
- кататься на санках
- лепить снеговиков
- играть в снежки
- холодный
- замёрзли
- зимний
- тянуть санки
- полярники
- ездовая собака
- ботинки
- варежки
- шапка
- шарф
- шуба

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 are Aleksey's expectations from this new work experience? Give **four** details.

10 marks

Main points:

- He wants to start working not because of money
- He wants to understand what he really wants
- He expects real job will teach him better (more) than lectures
- He wants to experience adult life / to feel what it's like to be an adult
- He wants to test himself
- He wants to become more confident
- He wants to learn how to cope with difficulties
- He wants to learn how to make decisions

Secondary details:

- Last summer he did an internship at a small company
- Helped with technical support
- Learned how to develop apps
- It was closely related to what he might be doing in the future
- At school he was always protected / his parents took care of everything
- He lived as he was in a cocoon

Part 2. What steps does Svetlana take to recharge her energy during the summer? Give **four** details. **10 marks**

Main points:

- She went to her nanny's dacha / summer cottage house
- She decided to take a break from the internet / noisy city
- She went to enjoy the sun, fresh air and silence
- She sleeps as much as she wants / she wakes up without the alarm clock
- She does what she likes
- She reads books
- She walks in the forest
- She helps her nanny in the garden (to relax physically)
- She tries not to use her (mobile) phone / takes a break from the screen and social media

Secondary details:

- Last two years were very difficult / exams / private tutors / extra courses / stress
- She felt like a robot / did everything automatically
- Stopped noticing what was happening around her
- Had no time for friends / hobbies
- Even the short break seemed impossible
- She will return to the city calm / happy / full of energy

Part 3. What were Maria's responsibilities while preparing for the summer trip around Europe? Give **four** details.

10 marks

Main points:

- She was choosing suitable places to stay overnight
- She booked accommodation / hostels
- She got in touch with the landlords / owners
- She printed out basic phrases (in French and Spanish) (just in case)
- She made up a budget table
- She made daily expenses calculations

Secondary details:

- Dreamed about the trip for two years
- Took the trip very seriously
- Everyone had a backpack / First Aid kit / travel guide

Part 4. Give **four** details about Danila's preparations in order to get into the architecture university of St. Petersburg.

10 marks

Main points:

- He worked / studied with the tutor in his arts school
- He signed up for online classes / drawing / composition
- He is doing his best / putting a lot of effort
- He does his homework
- Gets feedback from his tutors / teachers

- He draws every day / by himself
- Improves observation skills

Secondary details:

- Dreams to go to university in St.Petersburg
- Its a serious step for him
- He is looking for an (inexpensive) apartment beside the university
- He passed his exams
- Has no time to rest
- Architecture is his dream

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

Q. 2.2 (i) 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. réamhfhocal / preposition / предлог
4. forainm / pronoun / местоимение
5. briathar / verb / глагол

FOCAIL / WORDS / СЛОВА	RANNA CAINTE / PARTS OF SPEECH / ЧАСТИ РЕЧИ
этого	4
денег	2
прошлым	1
может	5
на	3

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
в маленькой компани	Prepositional case / Предложный падеж
учился у программистов	Genitive case / Родительный падеж
приступаю к новой работе	Dative case / Дательный падеж
справляться с трудностями	Instrumental case / Творительный падеж
принимать решения	Accusative case / Винительный 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. Праздники | 5. Фотография | 8. Кулинария |
| 2. Мода | 6. Строительство | 9. Экология |
| 3. Литература | 7. Экскурсии | 10. Экономика |
| 4. Здоровье | | |

9	В городе Серпухове прошла акция «Чистый лес»: волонтеры собрали десятки кубов мусора, очистили около полутора гектаров леса и посадили деревья.
8	В Ирландии растёт интерес к домашней выпечке: хлеб с добавлением тёртого сыра и чеснока стал новым гастрономическим трендом.
1	В мае в Эннисе (графство Клер, Ирландия) проходит один из крупнейших фестивалей ирландской народной культуры. Десять дней музыки, танцев и уличных шоу привлекают тысячи гостей со всей Ирландии и из других стран.
10	«Крош и Грош» — детский подкаст о деньгах. Ведущие просто и понятно рассказывают, что такое финансы, как работают банки, зачем нужна банковская карта и как ей пользоваться.
2	Оверсайз остаётся любимым стилем подростков. Удобная свободная одежда помогает выразить себя и чувствовать комфорт. Такой стиль подходит для школы, прогулок и встреч с друзьями.
6	В районе Измайлово в Москве появится жилой дом с 194 квартирами, подземным паркингом и помещениями для бизнеса. Во дворе создадут детские и спортивные площадки, а также зоны отдыха.
4	В Нидерландах начали использовать роботов-медиков, которые помогают врачам проводить операции с высокой точностью и меньшими рисками для пациентов.
3	Критики встретили новый роман Алины Бронски с горячим восторгом. Эта яркая, успешная писательница работает под псевдонимом и скрывает своё настоящее имя.
5	Задание по фотосъёмке в Осло включало поиск удачного кадра, правильную настройку камеры и выбор удачного снимка для школьной выставки.
7	Маршрут для школьников в Вероне включает прогулку с гидом по узким улицам и выход на обзорную площадку. По дороге ребятам рассказывают короткие истории о городе.

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.

История блинов начинается ещё в **(девятом веке)**. Считается, что первый блин получился случайно, когда овсяная каша «убежала» и поджарилась на **(горячем)** камне.

С самого начала блины были не просто **(едой)**. Они напоминали людям солнце: круглые, жёлтые и тёплые. Поэтому их часто пекли весной, когда солнце становилось ярче и зима **(уходила)**. Со временем появился праздник Масленица и блины стали его **(главным)** символом.

Блинами угощали всех: родственников, **(друзей)** и даже незнакомых людей. Семьи собирались за столом, говорили о делах, **(смеялись)**, делились новостями. Так блины незаметно превратились в знак **(домашнего)** тепла. Люди верили, что чем больше блинов ты **(съешь / съел)** – тем счастливее и богаче будет год.

Раньше блины ели с солью или **(луком)**, а теперь их подают со сметаной, маслом, **(вареньем)** и мёдом. Постепенно появлялись новые рецепты. Существуют десятки видов блинов: тонкие и толстые, пышные и кружевные. В **(разных)** городах проходят фестивали и соревнования – кто испечёт самый большой или самый тонкий блин, или кто съест больше всех.

Блины прошли путь от **(обычной)** лепёшки до одного из главных символов национальной кухни. В **(каждом)** румяном круге – запах детства и чувство, что ты дома, где бы ты ни находился.

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).

- Fána na Rúise / Fauna of Russia / Животный мир России (фауна)
- Ag fámaireacht sa Rúis / Sightseeing in Russia / Достопримечательности в России
- Spórt sa Rúis / Sport in Russia / Спорт в России
- An Córas Oideachais sa Rúis / Educational System in Russia / Система образования в России
- Scéalta Sí na Rúise / Russian Fairy Tales / Русские сказки

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 fairy tale, animal or sightseeing 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 that Seryozhka wrote to his grandmother about adopting a pet from a local animal shelter. In your letter, you should refer to the following:

- Opening **(A)**
- description of the pet **(B)**
- its personality or habits **(C)**;
- Seryozhka's responsibilities **(D)**;
- an amusing episode involving the new pet **(E)**;
- Sign off **(F)**

OR

b) Write a letter of enquiry about voluntary opportunities at the zoo. In your letter, you should refer to the following:

- Opening **(A)**
- your personal details **(B)**
- your interests **(C)** and motivation **(D)**;
- relevant skills or experience **(E)**;
- Sign off **(F)**

2. NARRATIVE

a) Write an account of a time someone unexpectedly helped you.

OR

b) Maria and her friends (Comprehension Text, Section II) went on a trip to Europe after their graduation from school. Write Maria's blog entry about their experience. You should address the following:

- overall impression from the trip **(A)**;
- challenges faced and how they were overcome **(B)**;
- Maria's advice to her followers about travelling **(C)**.

3. DISCUSSION

a) Discuss the importance of balancing studies and leisure.

OR

b) Discuss the advantages **(A, B)** and disadvantages **(C, D)** of studying at your home town vs. moving away to go to college.

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.
- 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.
- Accept answers written in Russian.

SECTION I

Brief Conversations

(20 marks)

Award 2 marks for each detail

Segment 1

1. (i) When is the student available for work? Give **two** details. (2x2 marks)

- after classes / study
- from 5 p.m.
- on weekends

1. (ii) Give **one** detail about the student's experience in learning Russian. (1x2 marks)

- he is studying on course / Russian classes
- he doesn't speak perfectly / but he tries
- he wants to practice more

Segment 2

2. (i) Why did the customer contact the shop? Give **two** details. (2x2 marks)

- she bought wireless headphones / earbud there
- one of them doesn't work / broken
- she wants to return / refund
- she wants exchange them

2. (ii). Why did the shop assistant agree to check the purchase without a receipt? Give **one** detail. (1x2 marks)

- she had the box
- she could provide the purchase date
- she could give the last four digits of her bank card / card 3072

1 mark for the card

Segment 3

3. (i) Why does the mother ask Petya to meet grandma at the station? Give **two** details. (2x2 marks)

- grandma's train is delayed
- she will arrive late
- (heavy) luggage / (big) suitcase / bags
- grandma needs help
- it will be difficult for grandma
- the mother has an important meeting / at work

3. (ii) What should Petya tell Masha? Give **two** details. (2x2 marks)

- train number 57
- carriage No 6
- train arrives at 20:05
- wear warm clothes
- -15 degrees outside
- to message mother when they come home

SECTION II

Interview

(20 marks)

Award 2 marks for each detail

Segment 1

1. (i) Give **two** details about Peter's family background. (2x2 marks)

- Russian was always part of family culture
- he comes from a mixed family
- mother is Irish
- father is from Russia
- at home, they only say "thank you" / "hi" / "how are you" / speaks English

1. (ii) How does Peter prepare for his Russian exam? Give **one** detail. (1x2 marks)

- learns Russian by himself
- through apps
- watches videos
- talks to grandma by video

1 mark for talking to grandma

Segment 2

2. (i) How did Peter and the boy on the train communicate? Give **two** details. (2x2 marks)

- they used drawings / were drawing
- gestures / sign language/ hand signals
- sang songs / singing
- used couple words they knew in Russian/English

2. (ii) What did Peter realise after meeting the boy on the train? Give **one** detail. (1x2 marks)

- it's interesting / great / important to know the language
- language can bring people together

2. (iii) What does Peter find enjoyable about learning Russian? Give **two** details. (2x2 marks)

- he likes how it sounds
- he enjoys listening to Russian music / especially rap
- he learns conversational phrases / expression through songs
- he likes watching memes

- short videos
- memes and short videos are fun
- they help to understand modern language

Segment 3

3. What are Peter's future plans? Give **two** details. (2x2 marks)
- study International Relations
 - study Linguistics at university
 - to go to Russia on exchange programme / work experience / study in Russia
 - to work as an interpreter (translator)
 - to work in an international company /where knowledge of Russian would be an advantage
- study at university 1 mark*

SECTION III

Advertisement

(20 marks)

Award 2 marks for each detail

Segment 1

1. (i) What events take place in the evenings? Give **two** details. (2x2 marks)
- literature readings
 - master classes / creative classes / workshops
 - speaking clubs (communication)
1. (ii) Give **one** detail about the cost of using the coworking space. (1x2 marks)
- 150 roubles per hour
 - 500 roubles per day

Segment 2

2. (i) Where is a summer camp located? Give **two** details. (2x2 marks)
- (picturesque corner of) Anapa
 - 100 metres from the beach
 - the Black Sea
2. (ii) What is included in the price of the camp package? Give **two** details. (2x2 marks)
- accommodation / living
 - 5 meals a day
 - cultural programs
 - swimming pool twice a week
 - souvenir t-shirt / jersey
 - a bag with a logo
- 1 mark for food, swimming, pool, bag*

Segment 3

- 3 (i).** What skills will participants gain during the course? Give **two** details. **(2x2 marks)**
- Planning a shot
 - working with light
 - working with sound
 - writing scripts / scenarios
 - editing videos
 - create a short film
- 3. (ii)** When does the course takes place? Give **one** detail. **(1x2 marks)**
- Monday to Friday
 - from 16:00 to 19:00
 - starts on August 1

SECTION IV

Biography

(20 marks)

Award 2 marks for each detail

Segment 1

- 1. (i)** Give **three** details about Elena's childhood. **(3x2 marks)**
- she was born 7th July 1939
 - born in Leningrad
 - her father sang well
 - her father played violin very well
 - Elena's childhood was accompanied by music
 - Since the age of 9 she had been signing in the children's choir
- 1 mark for she was singing
- 1. (ii)** What did Elena achieve in her third year at the conservatory? Give **one** detail. **(1x2 marks)**
- she won a competition
 - debuted in Boris Godunov opera
 - debuted at the Bolshoi Theatre
 - it was her breakthrough

Segment 2

- 2. (i)** How many opera roles did Elena perform during her career? Give **one** detail. **(1x2 marks)**
- more than 80 roles / 80+
- 1 mark for 80 roles*
- 2. (ii)** What other activities did Elena do besides singing? Give **two** details. **(2x2 marks)**
- teaching
 - staged operas
 - acted in films

- performed in a theatre

Segment 3

3. (i) What was the purpose of Elena's cultural centre? Give **two** details.

(2x2 marks)

- organise / conduct cultural events
- competitions / contest
- festivals
- concerts
- educational programmes
- support young
- preserve Russian vocal art

3. (ii) What do the students study in the International Academy of Music? Give **one** detail.

(1x2 marks)

- languages
- different performance styles
- the history of arts

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 TEXT

SECTION I

Brief Conversations

20 marks

Segment 1

- Студент:** Здравствуйте! Подскажите, вакансия официанта ещё свободна?
- Менеджер:** Здравствуйте! Да, мы ищем сотрудников. У вас есть опыт работы?
- Студент:** Небольшой. Прошлым летом я подрабатывал в кафе. Сейчас я учусь в университете и ищу работу на неполный день.
- Менеджер:** Понимаю. У нас гибкий график: можно работать утром, днём или вечером. Какое время вам удобно?
- Студент:** Лучше после учёбы — с пяти вечера и по выходным.
- Менеджер:** А как у вас с русским языком?
- Студент:** Я учусь на курсах. Говорю по-русски не идеально, но стараюсь. Хочу больше практиковать.
- Менеджер:** Это хорошо. У нас дружный коллектив, и мы всегда помогаем друг другу. Зарплата — 300 рублей в час плюс чаевые. Выплаты раз в неделю.
- Студент:** Меня это устраивает.

Segment 2

- Покупательница:** Здравствуйте. Я у вас купила беспроводные наушники на прошлой неделе, но один из них не работает. Хочу вернуть или обменять.
- Продавец:** Добрый день. Покажите, пожалуйста, чек.
- Покупательница:** К сожалению, я его потеряла. Но у меня есть коробка, и я могу точно указать дату покупки. Я оплачивала банковской картой.
- Продавец:** Постараюсь вам помочь. Назовите дату и последние четыре цифры карты.
- Покупательница:** Я покупала в четверг, 17 мая. Карта заканчивается на 3072.
- Продавец:** Да, я нашёл покупку. Можно мне посмотреть наушники? Хм, действительно, звука в левом наушнике нет. Мы можем предложить вам новую пару такой же модели.
- Покупательница:** Спасибо большое!

Segment 3

- Мама:** Петя, звонила бабушка, её поезд задерживается. Она приедет поздно, а у меня важное собрание на работе до девяти. Нужно ей помочь с вещами. Ты сможешь поехать на вокзал и встретить бабушку?
- Петя:** Мам, у меня сегодня матч — полуфинал! Начало в семь тридцать, а тренер просил прийти к семи.
- Мама:** Точно, я совсем забыла... Но бабушке будет тяжело, у неё большой чемодан.
- Петя:** Давай попросим Машу. Сегодня у неё нет занятий.
- Мама:** Хорошо, передай Маше, номер поезда 57, 6-й вагон, поезд прибывает в 20:05. Пусть оденется потеплее — на улице минус 15 и напишет мне, когда они приедут домой.
- Петя:** Хорошо!

SECTION II

Interview

20 marks

Segment 1

Пётр Смирнов — ученик выпускного класса средней школы.

Пётр, ты в этом году сдаёшь экзамен по русскому языку. Это необычный выбор для ирландского подростка. Почему именно русский?

Русский всегда был частью нашей семейной культуры. Мой папа из России, а мама — ирландка. Так что у меня смешанная семья. Дома мы говорим только «спасибо», «привет», «как дела?» и всё в таком духе. Но я очень хочу свободно общаться по-русски.

Расскажи, как ты готовишься к экзамену.

Честно говоря, не так-то просто учить русский в Ирландии. Во-первых, его нет в школьной программе, поэтому я занимаюсь сам — с помощью приложений и просмотра видеороликов. Иногда общаюсь с бабушкой по видеосвязи. Во-вторых, очень не хватает языковой среды. Дома мы в основном говорим по-английски.

Segment 2

А бывал ли ты когда-нибудь в России?

Несколько лет назад мы с родителями ездили к бабушке, которая живёт недалеко от Томска, в Сибири. Мы ехали в поезде почти трое суток и я познакомился с мальчиком из соседнего купе. Он знал пару слов по-английски, а я — пару слов по-русски. Мы пытались общаться: рисовали, использовали жесты, пели песни. Было очень весело и немного абсурдно. Именно тогда я понял, как интересно знать язык и как он может объединять людей.

Что тебе больше всего нравится в изучении русского языка?

Мне очень нравится, как он звучит. Я люблю слушать русскую музыку, особенно рэп — через песни я учу разговорные фразы и выражения. Ещё я иногда смотрю русские мемы и короткие видео — они смешные и помогают понять современный язык. Но учиться самому сложно. Мне до сих пор трудно с падежами и ударениями.

Segment 3

Какие у тебя планы на будущее?

В будущем я бы хотел изучать международные отношения или лингвистику в университете. Хотелось бы поехать в Россию по обмену или на стажировку. Мечтаю работать переводчиком в международной компании, где знание русского будет плюсом.

Спасибо, Пётр! Удачи тебе!

Мне кажется, нет, я уверен — удачи будет мало. Я должен буду поработать над языком дополнительно. Перечитать любимую книгу, повторить грамматику и особенно падежи. Наконец просто хорошо отдохнуть перед экзаменом. Спасибо за интервью.

Segment 1

Вы устали от шумных кафе и скучных библиотек? Приходите в наш уютный коворкинг «Галерея Книг и Кофе», который находится в центре Казани. Это идеальное место для студентов и всех, кто ищет вдохновение и комфорт. У нас есть тихие рабочие зоны, большая библиотека, ароматный кофе, вкусное печенье и быстрый бесплатный Wi-Fi. По вечерам проходят литературные чтения, творческие мастер-классы и разговорные клубы. Мы работаем — с 9 утра до 10 вечера ежедневно. Стоимость — 150 рублей в час или 500 рублей за весь день.

Segment 2

Детский лагерь «Мечта» — это место, где каждое лето дети находят новых друзей. Он расположен в живописном уголке Анапы, всего в 100 метрах от пляжа, на берегу Чёрного моря. В лагере проводят квесты, шоу, дискотеки, играют в лазертаг. Здесь можно рисовать, танцевать, участвовать в спортивных соревнованиях и командных играх. Стоимость путёвки на 21 день — 90 000 рублей. Путёвка включает: проживание, питание 5 раз в день, культурные программы, посещение бассейна два раза в неделю. Вам также подарят сувенирную футболку и сумку с логотипом.

Segment 3

Хотите научиться снимать качественные видео на свой смартфон? Студия MediaLab в Лимерике приглашает на пятидневный курс по мобильному видео. Вы освоите планирование кадра, работу со светом и звуком, научитесь писать сценарии и монтировать видео. Преподаватели — профессиональные клипмейкеры и блогеры с опытом работы на TikTok и YouTube. Занятия проходят с понедельника по пятницу с 16 до 19. Курс стартует 1 августа. Мест всего 12! Возраст участников от 14 лет. На финальном занятии вы создадите и покажете собственный мини-фильм.

SECTION IV

Biography

20 marks

Segment 1

Выдающаяся оперная певица Елена Образцова родилась 7 июля 1939 года в Ленинграде. Её детство прошло под музыку — отец хорошо пел и играл на скрипке. С девяти лет девочка пела в детском хоре.

После школы Елена мечтала стать певицей, но родители считали это несерьёзной профессией. Несмотря на это, она поступила в консерваторию. На третьем курсе она победила на конкурсе, а вскоре состоялся её дебют в Большом театре в опере «Борис Годунов». После шести лет учёбы в консерватории, на выпускном экзамене, Елене поставили 5 с плюсом. Такая высокая оценка не ставилась около 40 лет!

Segment 2

Карьера Елены Образцовой быстро развивалась. Она пела на лучших сценах мира: Ла Скала, Метрополитен-опера. Елена исполнила более 80 оперных ролей. Её самая знаменитая роль — Кармен.

Елена знала немецкий, английский, французский и, конечно, главный язык оперы — итальянский. Это помогало ей свободно общаться с публикой в разных странах и исполнять партии на языке оригинала.

Елена Образцова не только пела, но и преподавала, ставила оперы, снималась в фильмах и играла в театре. Её исполнение отличалось глубиной, выразительностью и ярким актёрским мастерством.

Segment 3

В мае 1996 года Елена основала Культурный центр. Его главной целью было проведение конкурсов, фестивалей, концертов и образовательных программ. Центр активно поддерживал молодых исполнителей и сохранил лучшие традиции русского вокального искусства.

Со временем этот центр стал основой для её давней мечты – создать международную академию музыки. И в сентябре 2015 года такая академия открылась в Санкт-Петербурге. Центром руководит дочь Елены Образцовой. В этом учебном заведении преподают лучшие специалисты мира. Студенты изучают языки, разные стили исполнения и историю искусств.



Coimisiún na Scrúduithe Stáit

Marcanna Breise as ucht freagairt trí Ghaeilge

Léiríonn an tábla thíos an méid marcanna breise ba chóir a bhronnadh ar iarrthóirí a ghnóthaíonn níos mó ná 75% d'iomlán na marcanna.

N.B. Ba chóir marcanna de réir an ghnáthrata a bhronnadh ar iarrthóirí nach ghnóthaíonn níos mó ná 75% d'iomlán na marcanna don scrúdú. Ba chóir freisin an marc bónais sin a **shlánú síos**.

Tábla 300 @ 5%

Bain úsáid as an tábla seo i gcás na n-ábhar a bhfuil 300 marc san iomlán ag gabháil leo agus inarb é 5% gnáthrata an bhónais.

Bain úsáid as an ngnáthrata i gcás 225 marc agus faoina bhun sin. Os cionn an mharc sin, féach an tábla thíos.

Bunmharc	Marc Bónais
226	11
227 - 233	10
234 - 240	9
241 - 246	8
247 - 253	7
254 - 260	6

Bunmharc	Marc Bónais
261 - 266	5
267 - 273	4
274 - 280	3
281 - 286	2
287 - 293	1
294 - 300	0

