



2015 Russian

Intermediate 2 Reading

Finalised Marking Instructions

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Part One: General Marking Principles for Russian Intermediate 2 Reading

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the specific Marking Instructions for each question.

- (a)** Marks for each candidate response must always be assigned in line with these general marking principles and the specific Marking Instructions for the relevant question. If a specific candidate response does not seem to be covered by either the principles or detailed Marking Instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader/Principal Assessor.
- (b)** Marking should always be positive ie, marks should be awarded for what is correct and not deducted for errors or omissions.

GENERAL MARKING ADVICE: Russian Intermediate 2 Reading

The marking schemes are written to assist in determining the “minimal acceptable answer” rather than listing every possible correct and incorrect answer. The following notes are offered to support Markers in making judgements on candidates’ evidence, and apply to marking both end of unit assessments and course assessments.

Part Two: Marking Instructions for each Question

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
1	(a)	<ul style="list-style-type: none"> • collecting • playing football • singing and dancing <p style="text-align: center;">(Any 2 from 3)</p>	2		
1.	(b)	<ul style="list-style-type: none"> • its parents interest 	1		
1.	(c)	<ul style="list-style-type: none"> • develop speed 	1		
1.	(d)	<ul style="list-style-type: none"> • choice of career/profession 	1		

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
2.	(a)	<ul style="list-style-type: none"> that they want to know everything/parents don't give them enough freedom <p style="text-align: right;">(Any 1 from 2)</p>	1		
2.	(b)	<ul style="list-style-type: none"> mistakes you've made (as a child) 	1		
2.	(c)	<ul style="list-style-type: none"> protect you 	1		
2.	(d)	<ul style="list-style-type: none"> bring friends home (sometimes) never take money from your parents without permission 	2		
3.	(a)	<ul style="list-style-type: none"> inexpensive/cheap holidays 	1		
3.	(b)	<ul style="list-style-type: none"> gym paintball range sauna/steam bath <p style="text-align: right;">(Any 2 from 3)</p>	2		
3.	(c)	<ul style="list-style-type: none"> go sledging have a barbecue 	2		

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient												
4.	(a)	<ul style="list-style-type: none"> where it was/it wasn't far from home 	1														
4.	(b)	<ul style="list-style-type: none"> both parents went to that school 	1														
4.	(c)	<ul style="list-style-type: none"> she is a maths teacher 	1														
4.	(d)	<ul style="list-style-type: none"> visit websites of other schools/talk to friends 	1														
4.	(e)	<ul style="list-style-type: none"> you can't even go on holiday abroad unless you can speak a foreign language 	1														
4.	(f)	<table border="1"> <tbody> <tr> <td>dictionary</td> <td></td> </tr> <tr> <td>jotters</td> <td>✓</td> </tr> <tr> <td>pencils</td> <td></td> </tr> <tr> <td>pens</td> <td></td> </tr> <tr> <td>schoolbag</td> <td>✓</td> </tr> <tr> <td>textbooks</td> <td>✓</td> </tr> </tbody> </table>	dictionary		jotters	✓	pencils		pens		schoolbag	✓	textbooks	✓	3		
dictionary																	
jotters	✓																
pencils																	
pens																	
schoolbag	✓																
textbooks	✓																
4.	(g)	<ul style="list-style-type: none"> it's cheaper 	1														

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
4.	(h)	<ul style="list-style-type: none"> • he will find new friends 	1		
4.	(i)	<ul style="list-style-type: none"> • from his mum and dad/parents 	1		
4.	(j)	<ul style="list-style-type: none"> • he will not have to sleep during the day 	1		
4.	(k)	<ul style="list-style-type: none"> • football • swimming 	2		
4.	(l)	<ul style="list-style-type: none"> • his mother 	1		
			(30)		

[END OF MARKING INSTRUCTIONS]



2015 Russian

Intermediate 2 Listening

Finalised Marking Instructions

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Part One: General Marking Principles for Russian Intermediate 2 Listening

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the specific Marking Instructions for each question.

- (a)** Marks for each candidate response must always be assigned in line with these general marking principles and the specific Marking Instructions for the relevant question. If a specific candidate response does not seem to be covered by either the principles or detailed Marking Instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader/Principal Assessor.
- (b)** Marking should always be positive ie, marks should be awarded for what is correct and not deducted for errors or omissions.

GENERAL MARKING ADVICE: Russian Intermediate 2 Listening

The marking schemes are written to assist in determining the “minimal acceptable answer” rather than listing every possible correct and incorrect answer. The following notes are offered to support Markers in making judgements on candidates’ evidence, and apply to marking both end of unit assessments and course assessments.

Part Two: Marking Instructions for each Question

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
1.	(a)	She works in the office of a company which sells (home) computers	1		She works in an office
1.	(b)	<ul style="list-style-type: none"> • She gets quite a lot of money/a decent amount of money • The people she works with are friendly 	2		
1.	(c)	<ul style="list-style-type: none"> • The teachers are too strict/give a lot of homework 	1		
1.	(d)	<ul style="list-style-type: none"> • It is old fashioned/old. There's no gym/no swimming-pool 	1		It is old
1.	(e)	<ul style="list-style-type: none"> • she has good friends 	1		
2.	(a)	<ul style="list-style-type: none"> • not (very) interesting 	1		
2.	(b)	<ul style="list-style-type: none"> • a (beautiful) forest • a lake 	2		
2.	(c)	<ul style="list-style-type: none"> • 10 minutes by bike 	1		10 minutes
2.	(d)	<ul style="list-style-type: none"> • (about) twice per week 	1		About twice
2.	(e)	<ul style="list-style-type: none"> • meet friends at the café • (go to) concert(s) 	2		

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient								
3.	(a)	<ul style="list-style-type: none"> a camp for children (at the seaside) 	1		At the seaside								
3.	(b)	<ul style="list-style-type: none"> work with children/work in a nursery 	1										
3.	(c)	<table border="1"> <tbody> <tr> <td>Water sports</td> <td>✓</td> </tr> <tr> <td>Playing volleyball</td> <td></td> </tr> <tr> <td>Dancing</td> <td></td> </tr> <tr> <td>Playing the guitar</td> <td>✓</td> </tr> </tbody> </table>	Water sports	✓	Playing volleyball		Dancing		Playing the guitar	✓	2		
Water sports	✓												
Playing volleyball													
Dancing													
Playing the guitar	✓												
3.	(d)	<ul style="list-style-type: none"> go into town with friends 	1		Go into town								
3.	(e)	<ul style="list-style-type: none"> go to exhibitions/galleries together 	1										
3.	(f)	<ul style="list-style-type: none"> they pay for everything 	1										
			(20)										

[END OF MARKING INSTRUCTIONS]



2015 Russian

Intermediate 2 Writing

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Part One: General Marking Principles for Russian Intermediate 2 Writing

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GENERAL MARKING ADVICE: Russian Intermediate 2 Writing

The marking schemes are written to assist in determining the “minimal acceptable answer” rather than listing every possible correct and incorrect answer. The following notes are offered to support Markers in making judgements on candidates’ evidence, and apply to marking both end of unit assessments and course assessments.

Task:	Letter of application for a job abroad, including information specified in a number of bullet points.						
Assessment Process:	<table><tr><td>1</td><td>With reference to <i>Content, Accuracy and Language Resource</i>, assess the overall quality of the response and allocate it to a pegged mark.</td></tr><tr><td>2</td><td>Check that all 5 unavoidable bullet points have been addressed. (There are 7 bullets, 2 of which include the words “if any” and will not incur penalties if omitted.)</td></tr><tr><td>3</td><td>Deduct 2 marks (ie single marks, not pegged ones) for each bullet not addressed, up to a maximum of 2 bullets. If 3 or more bullets have not been addressed, the mark must be 0.</td></tr></table>	1	With reference to <i>Content, Accuracy and Language Resource</i> , assess the overall quality of the response and allocate it to a pegged mark.	2	Check that all 5 unavoidable bullet points have been addressed. (There are 7 bullets, 2 of which include the words “if any” and will not incur penalties if omitted.)	3	Deduct 2 marks (ie single marks, not pegged ones) for each bullet not addressed, up to a maximum of 2 bullets. If 3 or more bullets have not been addressed, the mark must be 0.
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3	Deduct 2 marks (ie single marks, not pegged ones) for each bullet not addressed, up to a maximum of 2 bullets. If 3 or more bullets have not been addressed, the mark must be 0.						

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Very Good	20	<ul style="list-style-type: none"> • All five compulsory areas are covered fully, in a balanced way, including some complex sentences. • Candidates cover the initial bullet points very correctly and competently but also provide detailed information in response to the later bullet points, which are specific to the job advert in question. • A range of verbs/verb forms, tenses and constructions is used. • Overall this comes over as a competent, well thought-out and serious application for a job. 	<ul style="list-style-type: none"> • The candidate handles all aspects of grammar and spelling accurately, although the language may contain 1 or 2 minor errors. • Where the candidate attempts to use language more appropriate to Higher, a slightly higher number of inaccuracies need not detract from the overall very good impression. 	<ul style="list-style-type: none"> • The candidate is comfortable with the first person of the verb and generally uses a different verb or verb form in each sentence. • Some modal verbs and infinitives may be used, especially at Bullet Point (BP) 5. • There is good use of tenses, adjectives, adverbs and prepositional phrases and, where appropriate, word order. • The candidate uses co-ordinating conjunctions and/or subordinate clauses, especially from BP 3. • The language flows well.
Good	16	<ul style="list-style-type: none"> • All five compulsory tasks are addressed, perhaps mainly using less complex sentences. • The responses to bullet points 4 and 5 may be thin, although earlier points are dealt with in some detail. • The candidate uses a reasonable range of verbs/verb forms. 	<ul style="list-style-type: none"> • The candidate handles verbs accurately but simply. • There are some errors in spelling, adjective endings and, where relevant, case endings. • Use of accents is less secure. • Where the candidate is attempting to use more complex vocabulary and structures, these may be less successful, although basic structures are used accurately. • There may be one or two examples of inappropriately selected vocabulary, especially in the later bullet points. 	<ul style="list-style-type: none"> • There may be repetition of verbs. • Where relevant, word order is simple. • There may be examples of listing, in particular at BP 3, without further amplification. • There may be one or two examples of a co-ordinating conjunction, but most sentences are simple sentences. • The candidate keeps to more basic vocabulary and structures in the final two bullet points and may only ask for one piece of information eg How much will I earn?

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Satisfactory	12	<ul style="list-style-type: none"> The candidate uses mainly simple, basic sentences. The language is fairly repetitive and uses a limited range of verbs and fixed phrases, eg <i>I like; I go; I play</i>. Area 4 (reasons for application) may be covered in a rather vague manner. Area 5 (questions) may be addressed either with a general question or one single specific question, frequently about money or time off. 	<ul style="list-style-type: none"> The verbs are generally correct, but basic. There are quite a few errors in other parts of speech – gender of nouns, cases, singular/plural confusion. Prepositions may be missing eg <i>I go the town</i>. While the language may be reasonably accurate in the first three areas, in the remaining two, control of the language structure may deteriorate significantly. Overall, there is more correct than incorrect. 	<ul style="list-style-type: none"> The candidate copes with the first and third person of a few verbs. A limited range of verbs are used on a number of occasions. Sentences are basic and mainly brief. There is minimal use of adjectives, probably mainly after “is” eg <i>Chemistry is interesting</i>. The candidate has a weak knowledge of plurals. There may be several spelling errors eg reversal of vowel combinations.
Un-satisfactory	8	<ul style="list-style-type: none"> The content is basic. The language is repetitive, eg <i>I like, I go, I play</i> may feature several times within one area. As far as content is concerned, there may be little difference between Satisfactory and Unsatisfactory. While the language used to address BP 1 and 2 is reasonably accurate, serious errors appear during BP 3. 	<ul style="list-style-type: none"> Ability to form tenses is inconsistent. There are errors in many other parts of speech – gender of nouns, cases, singular/plural confusion. Several errors are serious, perhaps showing mother tongue interference. There may be one sentence which is not intelligible to a sympathetic native speaker. The final two areas may be very weak. Overall, there is more incorrect than correct. 	<ul style="list-style-type: none"> The candidate copes mainly only with the personal language required at BP 1 and 2. The verbs “is” and “study” may also be used correctly. Sentences are basic. An English word may appear in the writing. There may be an example of serious dictionary misuse.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Poor	4	<ul style="list-style-type: none"> The content and language are very basic. 	<ul style="list-style-type: none"> Many of the verbs are incorrect. There are many errors in other parts of speech – personal pronouns, gender of nouns, cases, singular/plural confusion. Prepositions are not used. The language is probably inaccurate throughout the writing. Three or four sentences may not be understood by a sympathetic native speaker. 	<ul style="list-style-type: none"> The candidate cannot cope with more than 1 or 2 basic verbs. The candidate displays almost no knowledge of the present tense of verbs. Verbs used more than once may be written differently on each occasion. Sentences are very short. The candidate has a very limited vocabulary. Several English words may appear in the writing. There are examples of serious dictionary misuse.
Very Poor	0	<ul style="list-style-type: none"> The content is very basic <p>OR</p> <ul style="list-style-type: none"> The candidate has not completed at least three of the core bullet points. 	<ul style="list-style-type: none"> (Virtually) nothing is correct. Most of the errors are serious. Very little is intelligible to a sympathetic native speaker. 	<ul style="list-style-type: none"> The candidate copes only with “have” and “am”. Very few words are correctly written in the foreign language. English words are used. There may be several examples of mother tongue interference. There may be several examples of serious dictionary misuse.

What if ...?	
the candidate has failed to copy out the introductory section or has not adapted it to the correct gender?	Pay minimal attention to this. However, it is an initial indication that the candidate probably will not attain the top mark.
three bullet points fit into one category but two others are in the next, lower category?	<p>This is often an indication that you would award the higher category.</p> <p>However, it may be wise to consider which bullet points are better. If the better sections include the first and second bullet points, which are more basic, you are less likely to be generous than if the final bullet points were of a better quality. You must look carefully at the quality of the candidate's work and then come to a decision. When in doubt give the candidate the benefit of the doubt.</p>
the candidate very clearly is applying for an entirely different job to the one on the examination paper?	<p>The maximum award which can be given is 8/20, if the language is considered to be worth 12 or more.</p> <p>If the language is assessed at 8, award the mark 4.</p> <p>Otherwise, award 0.</p>

[END OF MARKING INSTRUCTIONS]