

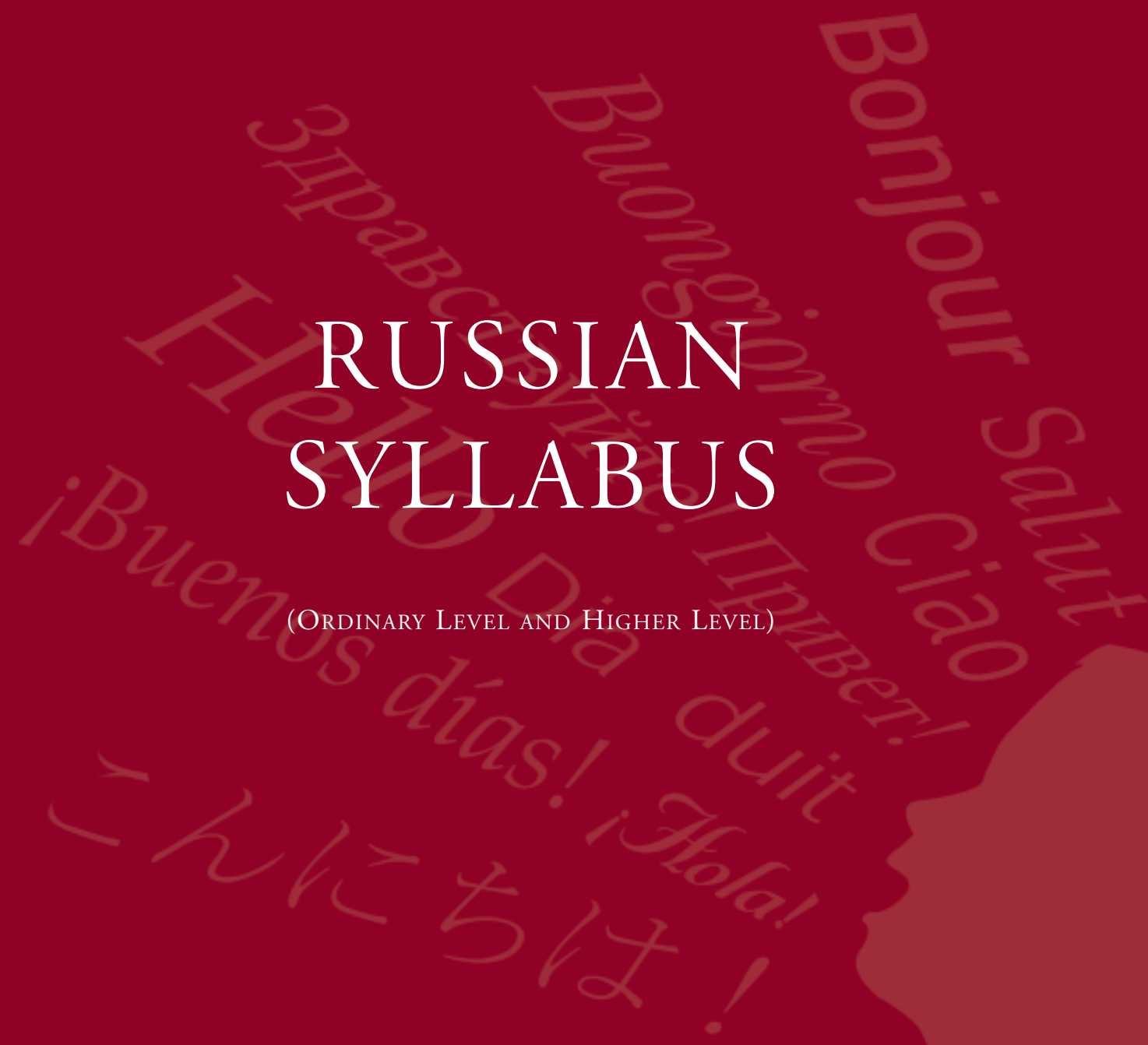


AN ROINN OIDEACHAIS AGUS EOLAÍOCHTA

LEAVING CERTIFICATE

RUSSIAN SYLLABUS

(ORDINARY LEVEL AND HIGHER LEVEL)



LEAVING CERTIFICATE PROGRAMMES

Aims and Principles

1. The general aim of education is to contribute towards the development of all aspects of the individual, including aesthetic, creative, critical, cultural, emotional, expressive, intellectual, for personal and home life, for working life, for living in the community and for leisure.
2. Leaving Certificate programmes are presented within this general aim, with a particular emphasis on the preparation of students for the requirements of further education or training, for employment and for their role as participative, enterprising citizens.
3. All Leaving Certificate programmes aim to provide continuity with and progression from the Junior Certificate programme. The relative weighting given to the various components – e.g. personal and social (including moral and spiritual) development, vocational studies and preparation for further education and for adult and working life – within the programmes may vary.
4. Programmes leading to the award of the Leaving Certificate are of two years duration and are offered in three forms:
 - i. The Leaving Certificate (Established)
 - ii. The Leaving Certificate Vocational Programme
 - iii. The Leaving Certificate Applied
5. All Leaving Certificate programmes, in contributing to a high quality education, emphasise the importance of :
 - self-directed learning and independent thought
 - a spirit of inquiry, critical thinking, problem solving, self-reliance, initiative and enterprise
 - preparation for further education, for adult and working life
 - lifelong learning.

The Leaving Certificate (Established)

The Leaving Certificate (Established) programme offers students a broad and balanced education while allowing for some specialisation. Syllabuses are provided in a wide range of subjects. All subjects are offered at Ordinary and Higher levels. In addition, Mathematics and Irish are also offered at Foundation level.

The certificate is used for purposes of selection into further education, employment, training and higher education.

The Leaving Certificate Vocational Programme (LCVP)

The Leaving Certificate Vocational Programme is an intervention within the Leaving Certificate (Established). LCVP students study a minimum of five subjects (at Higher, Ordinary or Foundation levels), including Irish and two subjects from specified vocational subject groupings. They are also required to take a recognised course in a Modern European language, other than Irish or English. In addition LCVP students take three Link Modules on Enterprise Education, Preparation for Work and Work Experience.

In particular, the LCVP aims to foster in students a spirit of enterprise and initiative and to develop their interpersonal, vocational and technological skills.

The Leaving Certificate Applied

The Leaving Certificate Applied is a distinct, self-contained Leaving Certificate programme. It is designed for those students who do not wish to proceed directly to third level education or for those whose needs, aspirations and aptitudes are not adequately catered for by the other two Leaving Certificate programmes. The Leaving Certificate Applied is structured around three main elements – Vocational Preparation, Vocational Education and General Education - which are interrelated and interdependent. This programme is characterised by educational experiences of an active, practical and student-centred nature.



LEAVING CERTIFICATE

RUSSIAN

(ORDINARY AND HIGHER LEVEL)

Preamble

A Common Syllabus Framework

The Leaving Certificate Russian syllabus is set out in the context of a common syllabus framework for the teaching and examining of French, German, Spanish and Italian. The syllabus is "communicative" in the sense that it is based on the purposes to which learners are likely to want, need or expect to put the knowledge and skills they acquire in class to use, and in the sense that the objectives detailed in the syllabus

are expressed in terms of language use. It is not, however, "communicative" in the narrow sense of confining itself to oral face-to-face communication. Nor does it presuppose a rejection of explicit teaching about the target language and culture; indeed, it presupposes quite the contrary.

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Introduction

Structure of the Syllabus

The two main components of the syllabus are its general aims and a set of more specific behavioural objectives. These behavioural objectives, which derive from the general aims, are subdivided into three components: Basic Communicative Proficiency, Language Awareness and Cultural Awareness. Finally, details of assessment are described under the heading assessment. The syllabus layout is therefore as follows:

- General Aims
- Behavioural Objectives
 - Basic Communicative Proficiency
 - Language Awareness
 - Cultural Awareness
- Assessment.

The syllabus content is designed in units of general activities/themes. The performance targets are designed to help teachers and learners to work out schemes of work and to ensure that learners are clear about what is expected of them in relation to each general activity/theme. Assessment of student performance will emphasise language and communication skills rather than the information content of any particular section of the syllabus. Some of the communicative and linguistic skills, including the grammatical knowledge that students will need for the realisation of the performance targets, are elucidated in Section 1, Basic Communicative Proficiency as Linguistic Skills - Structures and Grammar. These exponents are, of course, distinctive to each language, and begin the process of translating the framework syllabus into the concrete practice of the classroom.

An integrated approach to the three broad components of the syllabus is recommended. Classroom activities should, where possible, involve more than one of the three areas; for example the choice of certain authentic materials might provide the focus for working on certain aspects of any two

or all three components. Many of the activities listed in Section 2 Language Awareness will help learners to develop the more global skills necessary to perform activities outlined under Basic Communicative Proficiency. Activities described under Cultural Awareness will allow learners to extend many topics listed under Basic Communicative Proficiency by drawing comparisons, giving examples, describing differences in the way of life of different communities, etc.

Basic Communicative Proficiency

At the outset, some observations should be made about the different sections of the behavioural objectives component and their relationship to each other. The first and largest section is titled Basic Communicative Proficiency. The objectives specified in Section I are for the most part related in a very obvious way to practical challenges that might be faced by the learner when operating in the target language community. On the other hand, a fair proportion of the objectives in this section may also be seen as relevant to activities and discussion that are likely to take place through the target language in the classroom.

Language Awareness

The objectives listed under Language Awareness and Cultural Awareness are highly relevant to the communicative challenges of the classroom and the "real world" and are intended to have an important enabling role with regard to the attainment of a reasonable level of communicative proficiency. However, they also have a valuable contribution to make in connection with the wider language education and intercultural consciousness-raising functions of foreign language learning.

The raising of the learner's awareness about the workings of the target language and about his or her own encounter with the language, which is the underlying purpose of the objectives set in Section 2

Language Awareness, has direct relevance to the fostering of effective use of the language. Research has shown that developing this kind of awareness - within the context of a rich and interesting target language input - accelerates progress towards grammatical and lexical accuracy and therefore towards communicative efficiency. Talking, reading and writing about the target language in the target language can promote both fluency and accuracy. As far as the language education dimension is concerned, the various objectives listed in the section are designed to develop awareness not only of a range of aspects of the target language but of relevant aspects of the mother tongue and other languages known to the learner and thus, at least to an extent, the functioning of language in general. Such awareness can be expected to improve the learner's ability to use the language for a wide range of purposes.

It is clear that certain misunderstandings of the 'communicative approach' - in particular the opinion that grammatical understanding and accuracy are no longer relevant - have not been helpful to the learners, and this syllabus (in part through the enhanced role of language awareness) is designed to produce a more balanced spread of skills.

Learner Autonomy

Many of the performance targets in the Language Awareness section of the syllabus are also aimed at promoting learner autonomy and enhancing learners' chances of success by equipping them with the skills to find their own way. While recognising that it is helpful for teachers and learners to have a defined-content syllabus, it is accepted also that it would be impossible to include in the syllabus all the words and structures that learners will meet when using the target language. Learners will therefore need to develop communication strategies to cope with words and structures they have not previously met. Effective language learning involves using a range of strategies to deduce meaning similar to those specified in the

performance targets in this section, such as using not only linguistic knowledge but also context, background knowledge, etc. The performance targets exemplify what is understood as language awareness in the syllabus.

Cultural Awareness

Section 3 of the Behavioural Objectives component Cultural Awareness is similarly versatile in its potential usefulness. Taking into account cultural differences is often absolutely essential for successful communication.

It will be clear too that unfamiliarity with the major cultural reference-points (social, political, historical, etc.) of the target language community on the part of a non-native speaker also can hamper communication. As in the case of the objectives in Section 2, a further element in the rationale for the objectives in Section 3 is their likely favourable impact in terms of encouraging "content-instruction" through the medium of the target language. The intention that the Section 3 objectives should contribute to cultural and intercultural education generally is reflected in the fact that these objectives focus not only on the target language community but also on its relationship to Ireland and the Irish way of life, and in the fact that they refer not only to culture-specific issues but also to issues which go beyond cultural divisions.

Level Differentiation

Details relating to aspects of the examinations are described under the heading of assessment. Rather than regarding students taking Ordinary level as unable to perform all the tasks required at Higher level, it is recognised that the needs of Ordinary level students to communicate successfully within the target language community are no less great than those at Higher level, and that therefore all behavioural objectives are important at Ordinary level. The different approach to the two levels for

assessment purposes is described under the heading differentiation. By providing a common syllabus, however, the reality of the classroom is respected, as the timetable will not always facilitate the separation of the two groups for teaching.

Time Allocation

A minimum period of 180 hours over two years is envisaged for teaching the syllabus content. Where possible, additional time should be allocated, particularly in the first year.

Conclusion

This syllabus aims to lead every pupil towards four basic outcomes as a result of the experience of modern language learning in the classroom:

- a communicative competence in the target language
- awareness about language and communication
- an understanding of how to go about learning a foreign language
- a level of cultural awareness.

Taken together, the general aims and the behavioural objectives (expressed as general activities/themes and as performance targets) represent a broad consensus view of the ground which a senior cycle modern languages programme would appropriately cover and which a Leaving Certificate modern languages examination would appropriately assess.

General Aims

The following general aims are proposed by this syllabus for the teaching and learning of modern languages in the senior cycle.

1. To foster in learners such communicative skills in the target language as will enable them to:
 - take a full part in classroom activities conducted in the target language
 - participate in normal everyday transactions and interactions, both spoken and written, both at home and abroad
 - extract information and derive enjoyment from the mass media and the more accessible literature of the target language community
 - consider as a realistic option the possibility of pursuing leisure activities, further study and/or career opportunities through the medium of the target language.
2. To give pupils a critical awareness of how meaning is organised and conveyed by the structures and vocabulary of the target language, and thus to contribute to their understanding of the workings of human language in general.
3. To help learners develop strategies for effective language learning.
4. To equip learners with a broad acquaintance with the cultural, social and political complexion of countries in which the target language is a normal medium of communication and thus to help raise their awareness of cultural, social and political diversity generally.

LEAVING CERTIFICATE RUSSIAN

1. BEHAVIOURAL OBJECTIVES

BASIC COMMUNICATIVE
PROFICIENCY

1. BASIC COMMUNICATIVE PROFICIENCY

1.1 General Activity/Theme

Meeting and getting to know people and maintaining social relations

Performance Targets

- | | |
|--|--|
| <ul style="list-style-type: none"> • Apologising • Asking after someone • Asking for information • Asking for someone over the phone • Congratulating someone • Describing one's likes and dislikes, interests and hobbies • Giving and seeking personal details, e.g. name, address, nationality, telephone number, occupation | <ul style="list-style-type: none"> • Greeting someone and bidding them farewell • Introducing a third party • Leaving a message for someone (phone call and text) • Making excuses • Making small talk • Meeting someone (initiation and response) • Thanking • Wishing someone well |
|--|--|

Linguistic Skills	Structures and Grammar
<ul style="list-style-type: none"> • Developing an awareness of appropriateness of register • Developing an awareness of punctuation conventions • Developing correct usage of question forms and appropriate replies. • Developing correct use of politeness formulae • Developing an awareness of the verbal system • Developing an awareness of the case system • Coping with numbers 	<p>Use of ТЫ/ВЫ</p> <p>Formal and informal modes of address</p> <p>Forms of address (face to face, in letters)</p> <p>Forms of greeting</p> <p>Taking leave (face to face, in letters)</p> <p>Use of exclamation mark in greetings</p> <p>Use of intonation</p> <p>Use of interrogative forms</p> <p>Кто вы по национальности/по профессии?</p> <p>Где вы родились/живете/учитесь/работаете?</p> <p>Когда вы родились?</p> <p>Кем вы работаете?</p> <p>Сколько вам лет?</p> <p>Как дела?/Как жизнь? Как вы?</p> <p>Скажите, пожалуйста,...</p> <p>Простите, вы не скажете,...</p> <p>Передайте, пожалуйста,...</p> <p>Извините/Простите, пожалуйста,...</p> <p>Present and past tense</p> <p>Можно Ивана./Попросите Ивана.</p> <p>Поздравляю с...</p> <p>Желаю Вам...</p> <p>Я люблю...</p> <p>Мне нравится...</p> <p>Спасибо за.../Извините за...</p> <p>numerals</p>

1.2 General Activity/Theme

Discussing family and home

Performance Targets

- Describing one's family and friends
- Describing one's family history
- Describing one's home
- Enquiring about and describing family gatherings
- Enquiring about someone else's family and friends
- Enquiring about someone else's home

Linguistic Skills	Structures and Grammar
<ul style="list-style-type: none"> • Expressing possession • Coping with numbers • Expressing negation • Expressing age • Expressing dates • Expressing time • Expressing habitual/customary behaviour/routine • Expressing location • Decoding abbreviated forms of language, e.g. in advertisements • Familiarity with names of public holidays • Familiarity with names of rooms, furniture and furnishings • Familiarity with names of common dishes (in particular those associated with special events/festivities) 	<p>У меня (есть)...</p> <p>У нас дома (есть)...</p> <p>Два брата, три сестры</p> <p>У меня нет...</p> <p>Мне ... год/года/лет.</p> <p>В ... году.</p> <p>В ... час/часа/часов</p> <p>Imperfective aspect</p> <p>Что где находится/лежит/стоит/висит?</p>

1.3 General Activity/Theme

Asking about and describing the general nature of the region or locality in which someone lives

Performance Targets

- Enquiring about and describing a region or locality (its defining characteristics, its situation relative to other places, the ethnic origins of its population, public amenities and public transport)
- Enquiring about and describing the general weather pattern in a particular country, region, or locality
- Enquiring about whether particular activities (e.g. skiing, skating, sailing, swimming, canoeing, hiking) are going to be possible under certain weather conditions

Linguistic Skills	Structures and Grammar
<ul style="list-style-type: none"> • Mastery of a broad range of vocabulary relating to geographical terms <ul style="list-style-type: none"> – Weather expressions – Use of short form neuter predicates: – Nationalities – Public amenities – Public transport facilities – Customs and Practices • Expressing desire • Expressing reason • Degrees of comparison 	<p>На севере, к северу от... Область, район, город, село, поселок, графство Море, гора, река, лес, океан, озеро, остров, полуостров, порт Население, житель, национальность Идет дождь, снег, град... Светит солнце. Дует ветер. Погода стоит... Ожидается... Времена года. Зимой, летом,... Холодно, тепло... Кто он по национальности? Откуда он родом?</p> <p>(see: Coping with travel and transport) (see: Discussing family and home) Я хотел бы.../Мне хотелось бы... Потому что... Comparative and superlative</p>

1.4 General Activity/Theme

Talking about learning

Performance Targets

- Communicating in the classroom
 - asking for help
 - asking for explanations
 - asking for information
 - asking how to say something in Russian
 - asking what something means in English/Irish
 - asking someone to repeat or rephrase something
 - asking for someone to say something more slowly
 - saying that you do not understand something
- asking for something (e.g. a dictionary, text-book, pencil,...)
- suggesting things to do -> responding to a suggestion
- saying who is absent and why
- apologising for and explaining lateness or unacceptable behaviour
- organising group/pair work
- beginning, ending and changing an activity

Linguistic Skills	Structures and Grammar
<ul style="list-style-type: none"> • Mastery of a broad range of vocabulary relating to education (names of subjects, educational establishments, structures in a school/university, extra-curricular activities...) classroom (furniture, equipment...) school building and facilities <ul style="list-style-type: none"> – verbs associated with the educational process • Expressing likes/dislikes/preference • Classroom discourse <ul style="list-style-type: none"> – Expressing understanding – Asking someone to do something – Expressing desire/purpose – Expressing the time 	<p>Заниматься, учиться, учить, изучать Я больше люблю...</p> <p>Present tense Imperative + aspects Я хочу... Я хочу, чтобы... В ... час/часа/часов Без пяти час Пять минут второго С... до...</p>

1.5 General Activity/Theme

Enquiring about and describing work

Performance Targets

- Asking and stating what someone does
- Asking and stating where someone works
- Asking and stating where someone would like to work

Linguistic Skills	Structures and Grammar
<ul style="list-style-type: none">• Expressing occupation• Expressing place• Familiarity with verbs describing types of work• Expressing desire/purpose	<p>Кто он/она по профессии? Кем он/она работает? Где он работает? Что он делает? Кем он/она хочет стать? На кого он учится?</p>

1.6 General Activity/Theme

Enquiring about and discussing leisure pursuits

Performance Targets

- Expressing likes and dislikes
- Expressing opinions about performances
e.g. excitement, boredom
- Inviting someone to do something/responding
- Seeking information about what is on, where and when; enquiring about ticket/programme prices
- Socialising: making, cancelling, postponing an arrangement to meet someone
- Suggesting doing something/agreeing to/rejecting suggestion

Linguistic Skills	Structures and Grammar
<ul style="list-style-type: none"> • Expressing likes and dislikes • Expressing opinions • Suggesting a course of action • Inviting someone round • Expressing whether one is free or not • Familiarity with a range of vocabulary relating to leisure pursuits • Obtaining factual information about cultural/sporting events 	<p>Я люблю.../Мне нравится... Мне понравился... По-моему... Мне было скучно,...</p> <p>Verbs of motion/adverbials of place (motion): Давайте, пойдём в/на/к... Идем/пойдем в/на/к...</p> <p>Prefixed verbs of motion: Приходи/заходи ко мне (в гости). Я (не) могу... Я свобод-ен (-на)/занят (-а)...</p> <p>Заниматься, увлекаться, интересоваться (чем?); играть (в/на)</p> <p>Use of interrogatives: Что (когда, где) идет...? Сколько стоит билет на...?</p>

1.7 General Activity/Theme

Making plans and discussing future action

Performance Targets

- Asking about someone's holiday plans
- Asking about someone's plans for future studies and/or career possibilities
- Cancelling and altering arrangements
- Declaring intentions
- Describing one's own holiday plans
- Describing one's own plans for future studies and/or career possibilities
- Inviting someone to do something
- Making arrangements
- Offering to do something

Linguistic Skills	Structures and Grammar
<ul style="list-style-type: none"> • Familiarity with the concept of future • Expressing and enquiring about intention • Expressing cause and reason • Expressing purpose • Mastery of broad range of vocabulary relating to <ul style="list-style-type: none"> – holiday resorts – leisure pursuits (<i>see</i> Enquiring about and discussing leisure pursuits) – career/study plans (<i>see</i> Talking about learning and enquiring about and discussing work) 	<ul style="list-style-type: none"> Future tense Use of present to indicate future Adverbs which imply future Собираться + infinitive Subordinate clause with: потому что Subordinate clause with: чтобы

1.8 General Activity/Theme

Talking about events in people’s lives

Performance Targets

- Asking and saying what happened when, where and why
- Reporting what someone did or did not do with whom, when, where, why (cause) and with what intent (purpose)
- Reporting what someone does or does not do with whom, when, where, why (cause) and with what intent (purpose)
- Reporting what someone will or will not do with whom, when, where, why (cause) and with what intent (purpose)
- Reporting what someone would or would not do with whom, when, where, why (cause) and with what intent (purpose), if...

Linguistic Skills	Structures and Grammar
<ul style="list-style-type: none"> • Developing and awareness of the verbal system • Expressing temporal relations • Expressing causal relations 	<p>Use of tense, aspect and mood (conditional)</p> <p>Use of prepositions, adverbs, conjunctions to express temporal sequencing: Сначала..., а потом...; с... до...; после; через; назад</p> <p>Use of prepositions, adverbs, conjunctions to express causal relations</p>

1.9 General Activity/Theme

Coping with travel and transport

Performance Targets

- | | |
|---|--|
| <ul style="list-style-type: none"> • Asking for directions, optimal routes • Discussing and making decisions about itinerary details • Discussing holiday hopes, preferences and possibilities • Enquiring about dates/times of opening/closing, departure/arrival • Enquiring about facilities (washroom amenities, refreshments) | <ul style="list-style-type: none"> • Enquiring and telling about tourist facilities (castles, sites, museums, exhibitions, excursions) • Explaining and enquiring about week-end/holiday plans • Giving directions • Reserving and claiming seats or compartments on trains, buses and planes • Specifying type and number of tickets e.g. class, single/return |
|---|--|

Linguistic Skills	Structures and Grammar
<ul style="list-style-type: none"> • Understanding information/relaying concise information • Expressing direction • Giving instructions/directions • Expressing time • Expressing preference • Expressing desire • Understanding the verbal system 	<p>Use of interrogatives</p> <p>Use of reflexive verbs: открывается, закрывается, продается</p> <p>направо, налево, прямо</p> <p>Use of imperative, e.g. идите</p> <p>Use of prefixed verbs of motion</p> <p>Use of 24-hour clock</p> <p>Use of comparative and superlative, e.g. лучше + infinitive</p> <p>Я хочу купить.../заказать...</p> <p>Use of the present tense with future reference: я еду...</p>

1.10 General Activity/Theme

Buying goods and services

Performance Targets

- Asking about prices and change
- Asking for items in a shop, post office...
- Changing money or cheques in banks and change offices
- Finding out about days/times of opening/closing
- Identifying the particular item you want: quantity, size, colour, price
- Locating different sections/counters of a shop, post office...
- Using the media, telephone services and other sources to find out where particular goods and services are available

Linguistic Skills

- Coping with numbers
- Enquiring, negotiating, choosing
- Decoding abbreviated forms of language, e.g. in advertisements, small ads

Structures and Grammar

Details of size, cost, quantity, weight
Interrogative forms; expressions of preference

1.11 General Activity/Theme

Facilitating, encouraging or impeding a course of action

Performance Targets

- Requesting permission to do something
- Making suggestions
- Offering advice
- Making demands
- Ordering or forbidding someone to do something

Linguistic Skills

- Mastery of structures necessary to facilitate a course of action

Structures and Grammar

Modal adverbs: (не) нужно, (не) надо, можно, нельзя

Dative constructions: Куда мне? Что мне делать?

1.12 General Activity/Theme

Understanding, expressing feelings and attitudes

Performance Targets

- Expressing a liking, dislike and preference
- Expressing belief
- Expressing certainty
- Expressing disappointment
- Expressing disbelief
- Expressing hope
- Expressing horror and embarrassment
- Expressing pleasure
- Expressing satisfaction, dissatisfaction and indifference
- Expressing surprise and regret
- Expressing uncertainty

Linguistic Skills	Structures and Grammar
<ul style="list-style-type: none"> • Developing the ability to react appropriately in a variety of situations 	<p>Жаль/жалко! Здорово! Молодец! Да, нет! Ну, что вы! К сожалению,... К счастью,... С удовольствием! Конечно. Безусловно. Кошмар! Оболдеть!</p>

1.13 General Activity/Theme

Managing a conversation

Performance Targets

- Asking for repetition and/or clarification
- Confirming that something has been understood
- Ending a conversation
- Expressing incomprehension
- Starting a conversation

Linguistic Skills	Structures and Grammar
<ul style="list-style-type: none"> • Developing sensitivity to use of register • Developing awareness of appropriateness of formulas to initiate and end conversations • Developing use of question forms 	<p>Appropriate use of formal and informal personal pronouns and verb forms Вы не скажете,.../Скажите, пожалуйста,...</p>

1.14 General Activity/Theme

Engaging in discussion

Performance Targets

- Concluding a discussion
- Expressing something as an opinion
- Ordering points in a discussion
- Stating that something is true or untrue

Linguistic Skills	Structures and Grammar
<ul style="list-style-type: none"> • Expressing and enquiring about opinion • Expressing certainty/uncertainty • Expressing an opinion • Expressing and enquiring about agreement/disagreement • Using clauses of contrast • Giving an example • Using appropriate parenthetical words 	<p>Как ты думаешь? Как по-твоему? Я (не) думаю.../Я считаю.../Мне кажется... Я уверен(а)/Я знаю, что... Кажется; может быть По-моему; на мой взгляд Я (не) соглас-ен(-на); ты (не) прав(а) С одной стороны..., с другой... Одни считают..., а другие... Например; как например Значит; итак; во-первых/во-вторых/в- третьих; в заключении</p>

1.15 General Activity/Theme

Passing on messages

Performance Targets

- Offering to take a message
- Giving someone a message
- Indicating from whom a message originated
- Dealing with messages on an answering machine

Linguistic Skills

- Relaying content of message
- Transforming language forms in expanding messages

Structures and Grammar

Use of direct/indirect speech
Manipulating linguistic forms

LEAVING CERTIFICATE RUSSIAN

2. BEHAVIOURAL OBJECTIVES

LANGUAGE AWARENESS

2. LANGUAGE AWARENESS

Russian is a highly inflected language and, even at the elementary stage, requires a certain basic awareness of how meaning is organised and expressed. Students will need to acquire a knowledge and understanding of the following grammatical categories and concepts to build the firm foundation that is a prerequisite to enabling them to pursue their study of the language independently.

- Syntactic categories (parts of speech)
- Agreement (noun and nominal modifier; subject and predicate)
- Gender and number
- Syntactic relations (case)
- Morphology (derivational and inflectional)
- Temporal relations (tense and aspect)

2.1 General Activity/Theme

Learning about language from target language material

Performance Targets

- Understanding the main elements of target language material (newspaper, magazine articles, etc.) dealing with language-related topics such as:
 - language as a social, regional and educational issue
 - changes in language and language use (new words, spelling conventions, foreign influences, etc.)
- Exploring short extracts from target language literary texts as sources of linguistic information and illustration

2.2 General Activity/Theme

Exploring meaning

Performance Targets

- Abstracting the main points from a spoken or written target language text
- Working out the implicit inferences of statements made in a spoken or written target language text
- Guessing intelligently at the meaning of target language forms on the basis of related forms in the target language and/or other languages (e.g. arriving at the meaning of a noun from that of a related verb)
- Exploring the workings of the target language through such activities as:
 - making meaningful target language sentences out of jumbled target language words, phrases or clauses
 - making short pieces of meaningful and coherent target language text out of jumbled or gapped target language sentences

2.3 General Activity/Theme

Relating language to attitude

Performance Targets

- Recognising the general "tone" (ironic, angry, flippant, etc.) of a spoken or written target language text on the basis of its lexis, grammar and intonation, and punctuation
- Identifying attitudes (e.g. critical, supportive, approving, disapproving) on the basis of a speaker's or writer's use of language

2.4 General Activity/Theme

Talking and writing about your experience of the target language

Performance Targets

- Discussing aspects of your experience of the target language, such as:
 - how long you have been learning it
 - where you have been learning it
 - the advantages of learning it in terms of its use in Europe and in the world
 - what you find easy and difficult about it
 - what you like and dislike about the way you have been learning it
- Describing and commenting on any ways in which you have made your own personal contribution to the process of learning the target language
- Describing any ways in which learning the target language has affected your present life (e.g. friendships, enjoyment of books, films, music, etc., attitude towards other culture) and/or future prospects (e.g. travel, career possibilities, further language learning)

2.5 General Activity/Theme

Consulting reference materials (e.g. dictionaries and grammars) relating to the vocabulary and grammar of the target language

Performance Targets

- Using vocabulary correctly and appropriately with the help of dictionaries
- Learning to cope with simple grammatical terminology relating to the target language
- Using target language forms correctly on the basis of explanations in grammars relating to the target language written in English or Irish or in the target language

LEAVING CERTIFICATE RUSSIAN

3. BEHAVIOURAL OBJECTIVES

CULTURAL AWARENESS

3. Cultural Awareness

Given that even the most basic concepts in Russian (e.g. дом, брат, сестра) have very different connotations to their English-language equivalents (house/tower block, brother/male relation of the same generation, sister/female relation of the same generation), it is essential that cultural awareness be woven into the very fabric of language teaching/acquisition.

3.1 General Activity/Theme

Learning in the target language about the present-day culture associated with the target language

Performance Targets

- Understanding the main elements of target language material (notably newspaper and magazine articles, listening material and literary texts) on contemporary aspects of target language community life such as the following:
 - everyday activities (shopping, getting to work, eating and drinking, etc.)
 - customs and traditions
 - the arts and entertainment
 - the range and role of the mass media

3.2 General Activity/Theme

Reading extracts from modern literary texts (notably novels, short stories, poems and plays) in the target language

Performance Targets

- Understanding the main elements of the surface meaning of an extract from a modern literary text in the target language
- Identifying meanings present but not overtly expressed in such a text
- Appreciating the "tone" of such a text

3.3 General Activity/Theme

Describing and discussing everyday life in the target language community

Performance Targets

- Describing the similarities and contrasts between normal everyday life in Ireland and normal everyday life in one of the communities associated with the target language, with particular reference to:
 - where people live
 - how people are educated
 - what people work at
 - how much people earn in various jobs
 - how much holiday time people have and how they use it
 - how people spend their leisure hours generally
 - what transport facilities are available
 - what kinds of amenities people expect to have provided in their cities, towns and villages
 - what people eat and drink, where and at what times
 - what kinds of shops are available
 - what kinds of public services are available (e.g. schools, hospitals, swimming pools)
 - what aspects of the natural environment are prominently referred to in conversation and/or involved in work and leisure activities
- Discussing the relative advantages and disadvantages of the Irish way of life and that of the target language community in respect of the above areas of experience
- Identifying differences between Irish and target language community behaviour in everyday circumstances with the potential to occasion misunderstanding, embarrassment or offence
- Critically examining national stereotypes

3.4 General Activity/Theme

Understanding, describing and discussing aspects of the relations between the target language community and Ireland

Performance Targets

- Outlining in broad terms the principal links between the target language community and Ireland (e.g. tourism, sport, etc.)
- Stating and defending personal opinions about the desirability of maintaining, developing or changing Ireland's links with the community in question

3.5 General Activity/Theme

Understanding, describing and discussing in general terms
issues that transcend cultural divisions

Performance Targets

- Discussing issues such as:
 - aspects of Russian culture
 - aspects of Russian history
 - a society in transition (from centralised state to civil society)
 - the place of Russia on the world stage (Russia and Europe, Russia and the West, Russia and the Far East, Russia and Central Asia)
 - the challenges facing a multi-cultural state (racial equality, ethnic minorities)
 - the Russian landscape (environment and ecology)
 - aspects of contemporary Russian life (the generation gap, sexual equality, health and lifestyle, changing perspectives regarding human relationships (marriage, the family, etc.)
 - Russian traditions, customs and practices
- Describing how such issues present themselves in Ireland and in the target language community
- Stating and defending personal opinions in respect of such issues

LEAVING CERTIFICATE RUSSIAN

4. ASSESSMENT

4. ASSESSMENT

Examination tasks will always be based on the syllabus content. In any given year examiners will choose a broadly representative range of elements from the syllabus.

1. General Principles

- Candidates should be prepared to meet, in various combinations, situations and tasks from the whole syllabus content.
- The tasks encountered in the examination in the four skills of listening, reading, speaking and writing will have "real life" validity or will be preparatory for real tasks.
- The language encountered in listening and reading tasks will be authentic where possible and of real use to learners.
- Assessment in the four skills will be concerned primarily with the receipt and transmission of meaning.

2. Core Objectives

All candidates will be assessed on their ability to

- demonstrate an understanding of the spoken target language in brief and more extended forms in a variety of registers and situations
- demonstrate an understanding of the written target language in brief and more extended forms in a variety of registers
- express themselves with relative fluency and correctness in the target language both in speech and in writing in order to describe, obtain and convey information, offer explanations, and express ideas, opinions and feelings.

3. Differentiation

The syllabus aims to cater for a wide range of pupil ability. Assessment will be at Ordinary and Higher levels. While the syllabus is the same for both levels, the performance targets will involve language use of varying degrees of complexity.

Differentiation will be effected by means of Mark Allocation/Weighting of Skills. In the ongoing language acquisition process, receptive skills (listening and reading) develop earlier and to a greater degree than do productive skills (speaking and writing). In differentiating between Ordinary and Higher level assessment, the receptive skills will, taken together at Ordinary level, be accorded a greater emphasis in terms of total available marks than will the corresponding skills at Higher level. As a result, more marks will be allocated to productive skills at Higher Level than at Ordinary Level.

Mark Allocation

HIGHER LEVEL		ORDINARY LEVEL	
Speaking	25%	Speaking	20%
Listening comprehension	20%	Listening comprehension	25%
Reading comprehension	30%	Reading comprehension	40%
Writing	25%	Writing	15%

Assessment Criteria

These will take account of

- ability to transfer meaning
- degrees of accuracy and appropriateness of language, including the range of vocabulary and structures used.

4. Format

The examination will assess a candidate's ability to

- understand the spoken language
- understand the written language
- communicate in the spoken language
- communicate in the written language.

Within each of these assessment objectives the language and examination tasks will arise from the subject content.

Oral Assessment

The oral component of assessment will consist of *general conversation*, based on the syllabus content and ONE of these options:

Project: candidates may avail of the option of discussing a project the candidate has worked on and which is relevant to the syllabus content

Picture sequence: story narration and brief discussion arising from the story.

Fifteen minutes will be allocated per candidate.

All candidates (Ordinary and Higher levels) will have the same oral examination.

Listening Comprehension

Candidates will be required to listen to a tape recording and to answer questions in English or Irish on what they have heard. They will be required to demonstrate an understanding of general information and specific details on a variety of aural stimuli from the subject content of the syllabus, including conversations overheard, public announcements, and extracts from radio and other sources. The texts for both levels will be the same. The questions at Ordinary level will contain more contextual information than those at Higher level.

Reading Comprehension

Candidates will be expected to demonstrate an understanding of, and extract relevant specific information from such texts as public signs, menus, timetables, brochures, guides, letters, newspaper or magazine articles and works of literature. Candidates will also be required to show an understanding of the cultural context in which the texts were written by writing short notes on key words or concepts arising in the texts. As can be seen from the table below, the two levels are differentiated by a number of comprehension tests and by the text types they are asked to comprehend.

	Ordinary level	Higher level
Information retrieval (ads, notices...)	x	
Structuring extended discourse	x	x
Narrative text	optional	x
Informative text	optional	x

Ordinary level

Information retrieval

The candidates will be presented with a compilation of short texts (advertisements, instructions, brief newspaper reports etc.).

The questions will demand specific points of information to be found in the texts.

Structuring extended discourse

The students are supplied with all the sentences from a narrative or dialogue. These are numbered and given in the wrong order. The students are required to indicate the correct order.

Comprehension test on continuous prose

One text will be set:

- narrative/imaginative
- or*
- informative (dealing with some aspect of Russian society or culture).

Higher level

Two continuous passages will be set as follows:

- a discursive or informative journalistic text dealing with some aspect of Russian society or culture
- a literary/narrative text

Structuring extended discourse

The students are supplied with all the sentences from a narrative or dialogue. These are numbered and given in the wrong order. The students are required to indicate the correct order.

Written Production

The tasks set will primarily require the candidate to use the target language for purposes of communication such as expressing feelings and attitudes, giving and obtaining information, describing, relating, offering explanations, summarising, elaborating, etc. At Ordinary level candidates are required to supply questions and short answers. At Higher level students are required to respond to an extended written stimulus and transcode or recode information.

Ordinary level

Questions

Candidates are presented with (a) dialogue(s)/ conversation(s) in which the questions are omitted. The students are required to supply appropriate questions in Russian.

Answers

The students are asked questions about themselves (their families, homes, hobbies etc.) which they are required to answer in Russian.

Cloze-type test

The candidate is presented with a passage of continuous prose. In this passage certain words are in brackets in the nominative case (nouns, pronouns) or infinitive form (verbs). S/he is required to put these words into the correct form.

Higher level

Extended prose

Candidates will be required to write a piece of continuous Russian which responds to a Russian text (e.g. a letter, an advertisement, a poll) printed on the examination paper.

Exercises

A variety of exercises based on written stimuli will be set. These exercises may include some of the following:

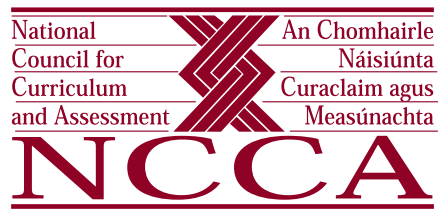
- transposing dialogue into narrative or narrative into dialogue
- stating the main points in a passage.

Cloze-type tests

The candidate is presented with a passage of continuous prose. In this passage certain words are in brackets in the nominative case (nouns, pronouns, adjectives) or infinitive form (verbs). S/he is required to put these words into the correct form.

Cultural awareness

Students are asked to write short notes in Russian or English/Irish on key concepts in the stimulus text.



Procedures for drawing up National Syllabuses

The NCCA's Course Committees for the Leaving Certificate (Established) have the following membership:

- *Association of Secondary Teachers, Ireland*
- *Teachers' Union of Ireland*
- *Joint Managerial Body*
- *Association of Community and Comprehensive Schools*
- *Subject Association*
- *Irish Vocational Education Association*
- *National Council for Educational Awards*
- *Conference of Heads of Irish Universities*
- *Department of Education and Science (Inspectorate).*

On the basis of a brief provided by Council, the NCCA's Course Committees prepare the syllabuses.

Recommendations of Course Committees are submitted to the Council of the NCCA for approval. The NCCA, having considered such recommendations, advises the Minister for Education and Science accordingly.

Further information may be obtained by contacting the NCCA at 24 Merrion Square, Dublin 2.



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