



2005 Russian

Advanced Higher Listening & Discursive Writing

Finalised Marking Instructions

These Marking Instructions have been prepared by Examination Teams for use by SQA Appointed Markers when marking External Course Assessments.

Section I – Listening

Section II – Discursive Writing

General Procedure

- 1 Before marking proper begins, it is the responsibility of the marking team to fix appropriate standards. The marking process will therefore be divided into two stages: a **preliminary** stage which will be explanatory and aimed at establishing the standards to be applied, and the **marking** stage when scripts will be marked according to an agreed scheme, on the basis of photostat scripts.

- 2 **Preliminary Stage**

This covers the period from the time the markers receive their scripts and photocopies to the Marker's Meeting.

When you receive the first batches of scripts, you should read a sufficient number to feel you have a reasonable impression of the general level of the candidate's work, then mark **provisionally** and in pencil only, as many as you can before the Marker's Meeting with the purpose of testing how the Marking Instructions work in practice. While carrying out this provisional marking, any points which have not been covered by the key, and any other points which may help with the process of standardisation, should be entered on one of the copies of the Marking Key.

The photostat copies should also be marked and brought to the Marker's Meeting, where they will serve as a basis for comparison of standards and general discussion on marking.

- 3 **Markers' Meeting**

In discussion of these Instructions and the photostat scripts, you will have the opportunity of discussing any points of difficulty or any doubt on matters of procedure or marking. You should bring both copies of the Marking Instructions to the meeting, the one with the preliminary notes, the other for the insertion of any amendments made at the meeting. The second, revised copy should be used as the basis for the marking proper. The decisions made at the Marker's Meeting will be binding on markers, and the Marking Instructions, as revised, must be followed closely. Should any reservations occur to you during the course of marking proper, you should mention them in your report, but if the preliminary stage is carried out thoroughly, such reservations should be infrequent.

You may also bring selected scripts with you to the Marker's Meeting if you have encountered any particular points of difficulty which may warrant the examination of complete scripts. However you must scrupulously observe the Scottish Qualification Authority's ruling that scripts may not be read or marked in public places or on public transport. In general, you must observe the highest standards of caution when carrying scripts about with you. (see Terms and Conditions of Employment of Markers on Form Ex51 (a) sent with your letter of invitation to serve as a marker.)

4 **Marking Stage**

- (a) This covers the period from the Markers' Meeting until the final date for the return of scripts to SQA. By that date all marked scripts, Mark Sheets and Reports should be returned to SQA. Marking should be carried out according to the following scheme, taking into account any modifications of detail which may be decided on at the Markers' Meeting.
- (b) The mark for the Listening section of this paper is out of 40; the mark for the Discursive Writing section is out of 30.
- (c) For Section II, you are requested to keep a record of the number of candidates attempting each question. This information should be included in your Marker's Report.
- (d) In the case of **serious** doubt about an assessment, you must award a mark and then refer the piece of work to the Principal Assessor. To do this, write "PA Referral" underneath the "For Official Use" section on the front of the script and complete a Principal Assessor Referral form (copies of which are enclosed in your marker's pack). (Also see 'Entries on the Mark Sheets' sub-para 3). **Do not write the reasons on the script itself. Do not make any entry on the outside of the envelope.**

Advanced Higher Russian – Section I Listening Part A

Questions/Acceptable Answers

1. (a) Why do so many immigrants come to Britain? **2 points**
- Because of religious and political persecution.
 - In hope of a better life.
- (b) How do they get here? **1 point**
- In the hold of freighters, under trains and cars.
2. Outline the problems encountered by illegal immigrants. **3 points**
- They are exploited by employers.
 - They have to do dirty jobs.
 - They are poorly paid.
 - They have to work in inhuman conditions.
 - They are excluded from help from social funds/ organisations.
 - They live in fear of being sent back.
- (3 from 5)**
3. How does the situation compare for legal immigrants? **2 points**
- They also face difficulties.
 - They don't cope with the cultural shock/the differences in social and economic life.
 - They may not find a job for which they are qualified.
 - They miss their family and friends.
- (2 from 4)**

Unacceptable Answers

Acceptable/Markers' Notes

suppression/repercussions
prosecution/political and
religious problems

exploited at work
taken advantage of

relatives

Questions/Acceptable Answers

4. What additional problems are all immigrants faced with?
- Learning the language takes a lot of time and effort.
 - They encounter suspicion and hostility.
 - Some people think they are living off others.
 - Some people think they are breaking down social order.
- (2 from 4)**

2 points

Unacceptable Answers

Acceptable/Markers' Notes

Advanced Higher Russian – Section I Listening Part B

Questions/Acceptable Answers

- | | |
|---|------------------------|
| <p>1. What are Lyuda’s general impressions since she arrived in Scotland?</p> <ul style="list-style-type: none"> • She had hoped she would find a good job. • After she mastered the language. • She had not imagined there would be so many difficulties/ she encountered a lot of difficulties/it would be so hard. | <p>3 points</p> |
| <p>2. In what way does Dima challenge her view on the importance of having a job?</p> <ul style="list-style-type: none"> • She has enough work in the house <u>and</u> garden. • Her husband earns enough for the whole family/has good wages. | <p>2 points</p> |
| <p>3. Give details as to why Lyuda feels she needs to have a job.</p> <ul style="list-style-type: none"> • She wants to feel independent. • She wants to spend money on herself. • There are so many temptations. • She wants to buy expensive clothing, footwear, a car and to travel (2 details required). • She wants money to do her own thing/(or 2 from 3) she does yoga, plays musical instruments, goes swimming. <p>(4 from 5)</p> | <p>4 points</p> |

Unacceptable answers

Acceptable/Marker’s Notes

Questions/Acceptable Answers

4. What type of work is Lyuda looking for? **2 points**

- A job where she has contact with people so she can improve her language more easily and quickly.
- In a school, but her language level is not sufficient at the moment.
- She would have to come to terms with the differences in the educational system.

(2 from 3)

5. What are the difficulties Lyuda foresees with regard to further education? **2 points**

- She is not sure her diploma is valid/acceptable here.
- (She could study), but it would cost her 3-4 thousand pounds (at the moment).
- If she stays in Scotland for three years she can go to college or university free.

(2 from 3)

6. Lyuda is quite positive about her time in Scotland. Give details of this. **2 points**

- She got to know and made friends with a lot of people.
- She has learned a lot about different cultures/traditions/food.
- She is impressed with the resources for learning (or 2 from the library with the large selection of books, cassettes/programs for learning a language/the Internet/to which she did not have access in Belorussia.)

(2 from 3)

Unacceptable answers**Acceptable/Marker's Notes**

Total 25 points = 40 marks

Section II – Discursive Writing

Notes on procedure

- 1 There are **30 marks** awarded to the Discursive Writing section.
- 2 The mark should be awarded on the basis of your general evaluation of the essay. It will be based on (a) grammatical correctness, (b) idiomatic command and sense of style, (c) the intellectual level of the ideas expressed, (d) plan or orderly development of ideas, (e) relevance to the subject set - but you remain free to vary the weight you attach to each of these in each individual essay. Answers which are largely irrelevant to the subject are unlikely to gain more than a Satisfactory mark, and could in some cases be considerably lower.
- 3 Grammatical mistakes should be underlined, without being corrected, in red, in the following way:
wavy line = slight error (eg missing accent, minor spelling mistake);
straight underline = standard error; double underline = serious grammatical mistake.
Repeated errors should be ringed.

Credit points, indicated by a prominent tick in the left-hand margin, should be given for anything good. Such credit points may be gained, for example, by a good use of idiom, a well-handled syntactical construction, variety of constructions; a well-organised plan, neatly constructed paragraphs, a forcefully expressed idea, appropriate use of varied registers.

Weak essays are commonly characterised by inaccurate grammar, thin or repetitious vocabulary and poor planning or relevance.

- 4 Neither grammatical mistakes nor credit points are to be formally totalled; but you should use them as guides for your final assessment. A candidate with one or two credit points may be in the running for a good mark, while one with a lot of grammatical mistakes or other signs of weakness will probably fall into the 'Unsatisfactory' category, or below. Poor punctuation and writing that is difficult to read may be penalised.
- 5 To award your final mark, you should place each script in one of a given number of categories. Each of these carries a fixed mark, as outlined in the Pegged Marks and Criteria on page 9.

You must observe this fixed scale of marks, the purpose of which is to prevent a proliferation of individual marking scales.
- 6 The mark awarded should be entered in the **outer right hand margin** at the end of the question, then added to the mark for Section I. The resulting total must be entered in the space provided on the outside front cover of the script and transferred to the Mark Sheet.

AH Discursive Writing

Categories	Criteria	Pegged marks
Very Good	The language is characterised by a high degree of accuracy and/or may show some flair. Uses a good range of structures and vocabulary appropriate to Advanced Higher with few, if any, errors of spelling and/or punctuation. The essay is well structured and all aspects are relevant to the title.	30
Good	The language is clearly comprehensible throughout and fairly free of serious errors in areas appropriate to Advanced Higher. Contains a reasonable range of vocabulary and structures appropriate to the level. There are few errors in spelling and/or punctuation. The essay has an adequate sense of structure and most aspects are relevant to the title.	24
Satisfactory	Sufficient control of structures appropriate to Advanced Higher to convey meaning clearly. Contains a reasonable range of vocabulary and some complex sentences. Spelling and punctuation are generally correct. The essay has some sense of structure and most aspects have some relevance to the title. Performance may be uneven, but the good outweighs the bad.	18
Unsatisfactory	The language is insufficiently accurate to convey meaning clearly and consistently. Very limited range of vocabulary and/or structures appropriate to Advanced Higher. Inappropriate use of learned material, and possibly some unidiomatic translation from English. The essay may be lacking in structure and less than half of the aspects have any relevance to the title.	12
Poor	The language contains frequent basic errors and/or other tongue interference which seriously impede communication. The essay may be unstructured and few aspects are relevant to the title.	6
Very Poor	No redeeming features	0

Conversion Table 25 to 40

Points	Marks
25	40
24	38
23	37
22	35
21	34
20	32
19	30
18	29
17	27
16	26
15	24
14	22
13	21
12	19
11	18
10	16
9	14
8	13
7	11
6	10
5	8
4	6
3	5
2	3
1	2
0	0

[END OF MARKING INSTRUCTIONS]