

2005 Russian

Higher – Listening/Writing

Finalised Marking Instructions

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

Higher Russian 2005: Listening/Writing

Marking Key

The comprehension questions are designed to find out whether the candidates have understood the main points of the passages, including where appropriate something of the author's purpose in writing the text.

In the marking schemes which follow, an asterisk designates information required for the award of 1 point; a word or concept printed in bold type must be evident within an answer before the point can be awarded.

To assess an answer, tick each piece of information which constitutes a correct point. If the information is subsequently contradicted in the same answer, put a cross through the relevant tick. Similarly, if correct information is accompanied in the same answer by information which shows lack of real understanding, put a cross through the relevant tick.

No points can be awarded in a sentence whose overall meaning is unclear.

The inclusion of irrelevant information in an answer should not be penalised unless it contradicts the text.

If information required but not given in answer to one question appears in answer to a different question, it cannot be credited with any marks unless it would also correctly answer that question.

The total mark awarded for each question should be written on the inside margin, at the end of the relevant question.

When the comprehension questions have been marked, points should be totalled and written on the inside margin as a mark out of 20.

Section A - General Points

Correct points should be marked with a tick and the total number of marks written in the inside margin after each heading.

No marks should be given for points written under a different heading unless they would also answer that heading. In such a case the mark should be transferred to the total for the heading under which the mark was originally allocated. Where candidates list irrelevant information, no credit should be given for this, even if there is some correct information in the middle of it.

The total number of points scored should be written in the inner margin at the end of Section A.

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Marking Instructions

Question/Acceptable answers

Olga and Roman, two students in Moscow, talk about life at university.

1. How old was Roman when he left home to go to university?
 - 19

2. What does he say about his relationships with his parents and friends after he went to university?
 - Distance made relations with his parents closer
 - His relationships with his parents did not get worse/became warmer/better
 - He couldn't get used to being far away
 - He lost contact with his friends/relationships with friends became more distant/he missed his friends

(2 from 3)

3. Give details of his accommodation in the students' residence.
 - They were far from ideal
 - There were four of them in a room
 - The flat/block/kitchen is dirty/they tried to keep it clean/nobody cleaned it for months
 - He pays 200 roubles per month

(2 from 4)

Unacceptable answers

doesn't speak to his friends

Irrelevant/Insufficient

no mention of parents vs. friends

Question/Acceptable answers	2 points	Unacceptable answers	Irrelevant/Insufficient
4. (a) How do Roman's parents support him at university?	2 points		
<ul style="list-style-type: none"> • They give him 50 roubles per day • They send him food 			
(b) Why does he not have a part-time job at the moment?	1 point		
<ul style="list-style-type: none"> • He does not have the time/too busy with his studies 			
5. How does Roman like to treat a girlfriend?	2 points		
<ul style="list-style-type: none"> • He likes giving them presents (or 2 examples – flowers, sweets, knickknacks) • If he has money 			relationships are short lived
6. Give details about Roman's eating habits.	3 points		
<ul style="list-style-type: none"> • He eats 3-4 meals a day • He doesn't go to restaurants often/only on special occasions/ too expensive • He prefers to make his own food • Or to places with home cooking/'Home Kitchen' • He likes fruit because it is healthy 			
(3 from 5)	3 points		no mention of healthy

Question/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
<p>7. How does Roman like to spend his free time?</p> <ul style="list-style-type: none"> • He likes to spend it with friends or a girl/they listen to music • He (earns money) working as a DJ • He recently organised a disco in the residence • He likes to sit and drink beer • He likes to chat with his friends about literature/the future <p>(3 from 5)</p>		has little free time
<p>8. What does Roman say about his university lecturers?</p> <ul style="list-style-type: none"> • He likes his American and English lecturers • They are on the students' level • They are like friends • They try to help if there is a problem • Their lessons are interesting <p>(3 from 5)</p>	3 points	only 1 of American/English
<p>9. What does Roman want to do after finishing university?</p> <ul style="list-style-type: none"> • To go into business with his father/to work in his home town/to stay in Moscow 	1 point	

Higher Writing

Tasks: Directed writing, addressing 6 bullet points.
Follow-up essay from Listening stimulus.

- Assessment Process:
- 1 Assess the overall quality of the response and allocate it to a category/mark.
 - 2 Check that all 6 bullet points have been addressed.
 - 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	CRITERIA	PAPER I	PAPER II
Very Good	The language is mostly accurate. Can form complex sentences, including a range of structure and vocabulary, and makes appropriate use of learned material. Content addresses the topic fully, and is presented in a clear and structured manner.	15	10
Good	The language is clearly comprehensible throughout, and fairly free of serious errors. Contains a reasonable range of vocabulary and structures. Content is fairly predictable but is mostly relevant and has an adequate sense of structure.	12	8
Satisfactory	The language is sufficiently accurate to convey meaning clearly. Errors may be quite frequent but will not be serious. Can handle tenses, but relies on a limited range of vocabulary and structures. There may be some awkward use of memorised material. Content is free of serious irrelevancies and has some sense of structure.	9	6
Unsatisfactory	The language is insufficiently accurate to convey meaning clearly and consistently. Very limited range of vocabulary and structures. Inappropriate use of learned material, and possibly some unidiomatic translation from English. Content may be partially irrelevant (Essay) and lacking in structure.	6	4
Poor	The language contains frequent basic errors and/or other tongue interference which seriously impede communication. Content may be seriously deficient and unstructured or (Essay) partly irrelevant.	3	2
Very Poor	Largely incomprehensible to a native speaker. No redeeming feature or (Essay) totally irrelevant.	0	0

[END OF MARKING INSTRUCTIONS]