

**2006 Russian**

**Higher – Listening/Writing**

**Finalised Marking Instructions**

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## **Higher Russian 2006: 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**

<b>Question/Acceptable answers</b>	<b>2 points</b>	<b>Unacceptable answers</b>	<b>Irrelevant/Insufficient</b>
<b>1.</b> What reasons does Katya give for wanting to be a teacher?	<b>2 points</b>		
• She wanted to help children			
<b>Or</b>			
• There are many teachers in her family			
• It was a family tradition	<b>1 point</b>		
• Wanted to carry on the family tradition			
<b>2.</b> How long has she been in her present post?			
• Since 1991			
<b>Or</b>	<b>1 point</b>		
• More than 14 years			
<b>3.</b> Why did she not have to apply for her first teaching post?			
• (after graduating) a (1 <sup>st</sup> ) job is guaranteed			

Question/Acceptable answers	Points	Unacceptable answers	Irrelevant/Insufficient
<p>4. (a) Where was her first post?</p> <ul style="list-style-type: none"> <li>• A small village about 70km from Rostov</li> </ul>	1 point		
<p>(b) What does she say about her first post?</p> <ul style="list-style-type: none"> <li>• It/she was unlucky (to be sent there)</li> <li>• It was boring (in the village)</li> <li>• She wanted to stay in the town</li> <li>• She would have preferred to stay where she has lots of friends</li> </ul>	3 points		
<p>5. (a) What were the disadvantages of living and working there?</p> <p><b>Any 2 ex 4</b></p> <ul style="list-style-type: none"> <li>• Nothing interesting happened in the village</li> <li>• There were no facilities</li> <li>• The children didn't want to study English or German</li> <li>• They preferred to help at home/on the farm</li> </ul>	2 points		
<p>5. (b) Although she got used to life there, what comments does she make on it?</p> <ul style="list-style-type: none"> <li>• It was boring seeing the same faces all the time</li> <li>• The small restaurant was the only place to meet young people</li> <li>• She was keen on music but there were no clubs for her</li> </ul>	3 points		

<b>Question/Acceptable answers</b>		<b>Unacceptable answers</b>	<b>Irrelevant/Insufficient</b>
6.	(a) How does her present school compare with the first one?  • It is better for her/likes it more  Or  • It specialises in foreign languages		
6.	(b) What do her present pupils think of her subject? Give details  • They are interested in English • English is necessary for the future • The whole of Europe is being integrated • Knowledge of a foreign language makes for a more global prospect		international language
7.	(a) What is the major disadvantage of her present job?  • The poor salary/not enough to live on or details		
7.	(b) What does she do to overcome this?  <b>Any 2 ex 3</b>  • She gives private lessons • She works as a translator • Last year she worked as a guide to American tourists		
<b>(20 points = 20 marks)</b>			

## 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]