



2008 Russian

Advanced Higher
Listening and Discursive Writing

Finalised Marking Instructions

© Scottish Qualifications Authority 2008

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is to be used for any other purposes written permission must be obtained from the Assessment Materials Team, Dalkeith.

Where the publication includes materials from sources other than SQA (secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the centre's responsibility to obtain the necessary copyright clearance. SQA's Assessment Materials Team at Dalkeith may be able to direct you to the secondary sources.

These Marking Instructions have been prepared by Examination Teams for use by SQA Appointed Markers when marking External Course Assessments. This publication must not be reproduced for commercial or trade purposes.

Section I – Listening

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 30; the mark for the Discursive Writing section is out of 40.
- (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		Unacceptable Answers	Acceptable/Markers' Notes
1.	Give reasons why immigration is so controversial. 2 from 3 <ul style="list-style-type: none">• Since 2004 the number of states has increased to 25• Approximately 600 000 have come to the UK• 30 000 Polish workers have settled in Scotland		
2.	(a) What effect has this had on the Eastern European labour market? <ul style="list-style-type: none">• Jobs and skills have been lost (b) What specific example from Poland is quoted to highlight this problem? <ul style="list-style-type: none">• Prisoners have been released• To fill the vacant jobs		
3.	In what way is Scotland different when it comes to coping with the problems of immigration? <ul style="list-style-type: none">• It is a small country with a falling population• It can take more immigrants		

Advanced Higher Russian – Section I Listening Part B

Questions/Acceptable Answers		Unacceptable answers	Acceptable/Markers' Notes
1.	What interesting facts does the teacher mention about the languages spoken in the European Union? <ul style="list-style-type: none">• Russian is spoken in 7% of EU countries• English is the most popular with 51%		
2.	(a) What problem in infant schools does the student highlight? <ul style="list-style-type: none">• Large number in infant schools in UK don't speak English		
	(b) How does he suggest this problem could be solved? 3 from 4 <ul style="list-style-type: none">• Teachers able to speak English <u>and</u> Russian• It would be wonderful if classes were smaller• A special English course taught for a year• Parents given the chance to get basic English		

Questions/Acceptable Answers	Unacceptable Answers	Acceptable/Markers' Notes
<p>3. (a) Outline reasons mentioned for the resentment towards foreign workers. 3 points</p> <ul style="list-style-type: none"> • Foreign workers take their jobs • They work for less money • They put pressure on social services, eg health <p>(b) How does the teacher qualify her comments? 3 points</p> <ul style="list-style-type: none"> • They do jobs no-one else wants (or details of 2 examples) • They are highly educated and qualified (or details of 2 examples) • If they are employed they pay taxes 		
<p>4. Which two issues does the student highlight? 2 points</p> <ul style="list-style-type: none"> • Many work illegally and they don't pay taxes • He raises the question of housing 		
<p>5. Which main advantages does the teacher outline? 4 points</p> <p>4 from 5</p> <ul style="list-style-type: none"> • They bring valuable skills • They work very hard • They add to the cultural mix • More food from Eastern Europe appearing on shelves • Restaurants offering dishes from Poland/Russia/Bulgaria 		

Questions/Acceptable Answers

6. The student is not convinced by these advantages.

What does he say to prove his point?

2 points

2 from 3

- Their culture and traditions can keep them apart
- This can prevent real integration
- He quotes the difficulties of wearing religious symbols (in schools and universities)

20 points

Unacceptable answers

Acceptable/Markers' Notes

Section II – Discursive Writing

Notes on procedure

- 1 There are **40 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 **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 10.

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.	40
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.	32
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.	24
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.	16
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.	8
Very Poor	No redeeming features	0

[END OF MARKING INSTRUCTIONS]