



National  
Qualifications  
EXEMPLAR PAPER ONLY

**EP13/AH/02**

**Gaelic (Learners)  
Listening and Discursive Writing**

Date — Not applicable

Duration — 1 hour 20 minutes

**Total marks — 70**

**SECTION 1 — LISTENING— 30 marks**

Section 1 has two parts. You will hear two items **in Gaelic**. **Before you hear each item, you will have one minute to study the questions.** You will hear each item twice, with an interval of one minute between playings. You will then have time to answer the questions before hearing the next item. Write your answers clearly, **in English**, in the answer booklet provided. In the answer booklet you must clearly identify which question you are attempting.

**SECTION 2 — DISCURSIVE WRITING — 40 marks**

Write your answer clearly, **in Gaelic**, in the answer booklet provided. In the answer booklet you must clearly identify which statement number you are attempting.

**You may use a Gaelic dictionary.**

Use **blue** or **black** ink.

Before leaving the examination room you must give your answer booklet to the Invigilator; if you do not, you may lose all the marks for this paper.



\* E P 1 3 A H 0 2 \*

## SECTION 1 — LISTENING — 30 marks

Attempt ALL questions

## Item 1

Listen to this item on the use of language, and then answer, in **English**, the questions given.

- (a) The speaker begins by discussing the latest situation in schools.
- (i) In what way did the speaker's use of language in school differ from the present day? 1
- (ii) The speaker wonders why things have changed. What does he suggest may have happened? 3
- (b) Why have most of the young people in Europe stopped using formal spoken language? 2
- (c) What do some experts suggest about the way pupils should address teachers? 2
- (d) Why, according to the speaker, is the use of titles necessary? State **any one** thing. 1
- (e) Now consider the text as a whole. This text is about use of language. What is the speaker's overall purpose in talking about this subject? 1
- Choose from **one** of the following options:

1	To persuade the listener to use polite language.
2	To criticise the lack of polite language in society.
3	To inform the listener about the decline in polite language use.

Write the correct number (1 or 2 or 3) in your answer booklet.

## Item 2

Listen to Coinneach and his granddaughter, Sìne, discussing the ways people speak to each other, and then answer, **in English**, the questions given.

- |  |   |
|--|---|
| (a) Why is Coinneach taken aback by the way Sìne refers to her teacher? Give <b>any two</b> reasons.                               | 2 |
| (b) What does Sìne say about the origins of the title “Sir”? State <b>any two</b> things.  | 2 |
| (c) Sìne finds it difficult to believe that her grandfather addressed female teachers as “Mistress”. What does she say about this? | 3 |
| (d) What does Sìne say about female teachers and marriage? State <b>any one</b> thing.   | 1 |
| (e) What does Coinneach say to defend himself and the others he went to school with? State <b>any two</b> things.                  | 2 |
| (f) Sìne says that her generation is much more at ease in the classroom than her grandfather’s was. What shows this?               | 3 |
| (g) What does Coinneach say about his upbringing? State <b>any two</b> things.   | 2 |
| (h) What does Sìne say about “her world”? State <b>any two</b> things.   | 2 |
| (i) What does Coinneach say about other cultures across the world? State <b>any three</b> things.                                  | 3 |

## SECTION 2 — DISCURSIVE WRITING — 40 marks

Write an essay in Gaelic, of about 250–300 words, discussing one of the following statements.

### 3. Society

“Chan eil a leithid de rud ri teaghlach àbhaisteach ann a-nis a tha air fhaicinn mar àbhaisteach; tha an latha seachad far a bheil aon mhàthair agus aon athair ann”.

### 4. Learning

“Ag ionnsachadh cànan eile: tha e a’ neartachadh agus a’ leasachadh do chomasan inntinn.”

### 5. Employability

“Tha obair shaor-thoileach gad fhàgail nas beartaiche ann an iomadach dòigh eile.”

### 6. Culture

“Tha fo-thiotalan Beurla air BBC Alba a’ milleadh prògraman don luchd-labhairt a tha fileanta ann an Gàidhlig.”

[END OF EXEMPLAR QUESTION PAPER]



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EXEMPLAR PAPER ONLY

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**EP13/AH/12**

**Gaelic (Learners)  
Listening Transcript**

Date — Not applicable

Duration — 1 hour 20 minutes

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**This paper must not be seen by any candidate.**

The material overleaf is provided for use in an emergency only (eg the recording or equipment proving faulty) or where permission has been given in advance by SQA for the material to be read to candidates with additional support needs. The material must be read exactly as printed.



\* E P 1 3 A H 1 2 \*

## TRANSCRIPT — ADVANCED HIGHER

### Instructions to reader(s):

For each item, read the English **once**, then read the Gaelic **twice**, with an interval of 1 minute between the two readings. On completion of the second reading, pause for the length of time indicated in brackets after the item, to allow the candidates to write their answers.

Where special arrangements have been agreed in advance to allow the reading of the material, those sections marked **(f)** should be read by a female speaker and those marked **(m)** by a male. Those sections marked **(t)** should be read by the teacher.

### (t) Item 1

Listen to this item on the use of language, and then answer, **in English**, the questions given.

**You now have one minute to study the questions for Item 1.**

**(m/f)** “Madainn mhath, a Mhaighstir Mhic a’ Phi, ciamar a tha SIBH an-diugh?” Sin dìreach an seòrsa cànan a bhithinn-sa a’ cleachdadh anns a’ chlas an uair a bha mise anns an sgoil . . . ach san latha an-diugh tha tidsearan nas dualtaiche cluinntinn “ciamar a tha THU an-diugh” bho òigridh nan sgoiltean.

Dè tha air atharrachadh airson seo adhbharachadh? An e nach eil daoine òga a-nis cho modhail ’s a bha an cuid phàrantan no an sinnsearan? A bheil an cultar againn air atharrachadh uiread ’s gu bheil e nas coltaiche ri chultar luchd na Beurla? An e nach eil a leithid de dh’urram no spèis againn airson daoine a tha nas sine na sinn fhèin no a tha os ar cionn?

Ann an iomadach cànan, tha an siostam “Eadar-dhealachadh *tu-vos*” ri fhaighinn, a thàinig bho Laideann, far a bheilear a’ cleachdadh riochdairean foirmeil agus neo-fhoirmeil a-rèir cò ris a tha thu a’ bruidhinn. Mar eisimpleir, tha “tu” agus “vous” ann am Fraingis agus “du” agus “Sie” ann an Gearmailtis. Tha an cleachdadh seo a’ crìonadh gu ìre mhòr san Roinn Eòrpa ge-tà agus a’ chuid mhòr den ghinealach òg anns na sgoiltean is àitichean obrach a’ cur an cùl ris a’ chànan riaghailteach seo agus iad a’ creidsinn gu bheil seo a-nis seann-fhasanta agus mì-chàirdeil.

A bharrachd air seo, chan ann dìreach anns a’ chànan a tha cuid de dhaoine ag iarraidh atharraichean. Tha cuid de dh’eòlaichean den bheachd gum bu chòir sguir a bhith ag ràdh “A Mhaighstir” no “A Mhaighdean” ri tidsearan anns na sgoiltean againn agus a bhith gan ainmeachadh air a’ chiad ainm aca. Ach tha eagal orm: tha taobh eile na ceiste a’ faicinn gu bheil feum air tiotalan mar seo ge-tà airson urram a shealltainn do na tidsearan agus gun a bhith a’ gabhail brath air an càirdeas proifeiseanta a tha eadar tidsear agus sgoilear.

Aig a’ cheann thall, tha gnothaichean air atharrachadh ann an cleachdadh cànan foirmeil agus tha e an urra LEIBH pèin no LEAT fhèin rudeigin a dhèanamh mu dheidhinn!

(3 minutes)

(t) **Item 2**

Listen to Coinneach and his granddaughter, Sìne, discussing the ways people speak to each other, and then answer, in English, the questions given.

**You now have one minute to study the questions for Item 2.**

- (m) Dè a bha thu ris anns an sgoil an-diugh, a Shìne?
- (f) Cha robh mòran sam bith, a sheanair, ach dìreach gun robh an tidsear Gàidhlig againn — lain, an Dòmhnallach — gu math crosta anns a’ chlas an-diugh.
- (m) Mo chreach ’s a thàinig! Dè seòrsa seachas a tha sin a th’ agad mud thidsear? Nam latha-sa, cha robh a’ chridhe agad ainm sam bith a bhith agad air tidsear fireann ach “Maighstir” agus an cinneadh aige. Cha smaoinicheadh tu air rud sam bith eile a ràdh riutha agus gu dearbh fhèin, cha bu mhotha na sin a chanadh tu a’ chiad ainm aca agus co-dhiù, cha robh sìon a dh’fhios againn dè a bha sin.
- (f) Tha thu cho sean ris na bruthaichean, a sheanair, agus nad bheachdan! Tha tòrr rudan air atharrachadh a-nis agus cha bhì duine sam bith san sgoil againne a’ cleachdadh “Maighstir”. Fhuair sinn a-mach ann an Eachdraidh gun do thòisich an tiotal sin anns na sgoiltean san t-siathamh linn deug, an uair a bha luchd-teagaisg fireann a thàinig bho ìnne nas ìsle, airson sealltainn do bhalaich bho theaghlaichean nas fheàrr dheth, gun robh smachd acasan orra.
- (m) Cha robh dad a dh’fhios agam air sin. A bharrachd air sin, b’ e a “Mhaighdean” a bh’ againn air tidsearan boireann nach robh pòsta agus mar bu trice, bha iad a’ fàgail an cuid dhreuchdan nuair a gheibheadh iad duine.
- (f) Tha e doirbh a chreidsinn gun robh an tiotal sin agad air boireannaich, a sheanair! Tha sin cho sean-fhasanta agus cho ceàrr do chluasan òga. Bha sin a’ dèanamh dìmeas air boireannaich, gu math gnè-thaobhach agus a’ toirt seachad a’ bheachd nach robh iad idir cho comasach ri fireannaich. Dh’ionnsaich sinn cuideachd gun robh seo a’ dol air adhart bho linn nam Bhiocòrianach nuair a bha tòrr cuideim ga chur air boireannaich an obair aca a leigeil seachad nam pòsadh iad agus le deagh chuid de sgoiltean dìreach a’ toirt dreuchdan don fheadhainn a bha gun phòsadh.
- (m) Ach bha tòrr urram againne dha na tidsearan againn agus cha robh mì-mhodh sam bith a’ dol anns a’ chlas nas motha. Dhèanadh tu an rud a chaidh iarraidh ort agus cha robh thu ga cheasnachadh. Chan e sin a chanadh tu mun t-suidheachadh ann an sgoiltean an latha an-diugh ge-tà agus clann a’ faighinn dheth leis a h-uile rud.
- (f) Tha, tha barrachd mì-mhodh a’ dol air adhart ceart gu leòr ach tha an ginealach againne nas cofhurtaile agus nas fhosgailte anns a’ chlas na bha thusa. Chan fheum sinn seasamh suas cho luath ’s a thig an tidsear againn a-steach dhan rùm, faodaidh sinn ceistean fhaighneachd aig àm sam bith agus chan fheum sinn cead airson bruidhinn.
- (m) Agus gu dearbh fhèin, chan fheum thu a bhith a’ cleachdadh “sibh” nuair a tha thu a’ bruidhinn ris na tidsearan agad nas motha no riumsa a bharrachd! Chaidh sinne a thogail a bhith mothachail gun robh daoine nas sine na sinn fhèin airidh air urram agus gu math nas eòlaiche air rudan na bha an òigridh. Leis a sin ’s e “sibh” a bh’ againn an-còmhnaidh air ar pàrantan, seanairean, seanmhairean agus daoine anns a’ choimhearsnachd air an robh sinn a’ saòilsinn tòrr leithid am maighstir-sgoile, an sagairt, am ministear agus am poileas.

- (f) Och, a Sheanair, nach tu a tha beò ann an saoghail eile! Anns an t-saoghal agamsa, tha e gu math nas fhasa dhomhsa dìreach a bhith ag ràdh “thu” ris a h-uile duine — sean agus òg — a choinnicheas mi ris gach latha agus a bhruidhneas mi ris air-loidhne. ’S e seo an cànan a tha daoine a’ cleachdadh anns na meadhanan sòisealta, leithid Twitter agus Facebook.
- (m) B’ eòlach do sheanair air Facebook! Tha am modh a tha seo fhathast làidir ann an cultairean eile air feadh an t-saoghail. An robh fios agad gun robh faireachdainnean cho làidir aca ann an Sìona anns an ochdamh linn deug, ’s gun deach teaghlach air fad a chur gu bàs agus an t-airgead a thoirt bhuapa airson dìreach ainm pearsanta an Ìmpire a sgrìobhadh ann am faclair agus ann an cànan neo-fhoirmeil!
- (f) Tha sin eagalach, a Sheanair — ’s fheàrr dhomh a bhith nas modhail RIBH agus SIBH a bhith agam OIRBH bho seo a-mach!
- (m) Sin thu fhèin, a Shìne. Foghlamaidh foghlam dhut gu mòr am foghlam a tha a dhìth ort!
- (t) **End of recording.**

[END OF EXEMPLAR TRANSCRIPT]



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**EP13/AH/02**

**Gaelic (Learners)  
Listening and Discursive Writing**

## Marking Instructions

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These Marking Instructions have been provided to show how SQA would mark this Exemplar Question Paper.

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## General Marking Principles for Advanced Higher Gaelic (Learners): Listening

*This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the Detailed Marking Instructions, which identify the key features required in candidate responses.*

- (a) Marks for each candidate response must always be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) Award a mark to each answer. Marks are not transferable between questions and the answers for each question must come from the Item.
- (d) The marks available in this paper are as follows:
  - (i) Questions (a)–(d) from Item 1 and all questions from Item 2 require candidates to provide answers based on comprehension of information from the passage. The marks available for each question range between 1–3 marks.
  - (ii) Question (e) from Item 1 is the overall purpose question worth 1 mark. This is always a supported question. In this paper three answer options are given. The candidate writes their chosen option in the answer booklet. Where a candidate writes two or all three options award 0 marks.
- (e) For questions that ask candidates to ‘state’ or ‘give’, candidates must give a brief, accurate response/name.
- (f) The Marking Instructions indicate the essential idea that a candidate should provide for each answer. We use the term ‘or any other acceptable answer’ to allow for the possible variation in candidate responses. Credit should be given according to the accuracy and relevance of candidate’s answers. Candidates may be awarded marks where the answer is accurate but expressed in their own words.
- (g) The utmost care must be taken when entering and totalling marks. Where appropriate, all summations for totals must be carefully checked and confirmed.
- (h) For live Listening Marking Instructions, there will be a process of illustrating other acceptable answers.

Detailed Marking Instructions: Section 1 – Listening

Item 1

Question			Expected Answer(s)	Max mark	Additional Guidance		
1	a	i	<ul style="list-style-type: none"> <li>used polite version of ‘you’/‘sibh’ when addressing teachers</li> </ul>	1	<p>Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidate responses.</p> <p>Markers should ignore extraneous material that does not contradict the answer.</p>		
		ii	<ul style="list-style-type: none"> <li>that young people are not as polite as parents/forefathers</li> <li>that our culture is now/has changed to being like the culture of those who speak English</li> <li>that there is not enough respect given to older people/people in authority</li> </ul>	3			
	b		<ul style="list-style-type: none"> <li>they see it as old fashioned</li> <li>they see it as being unfriendly</li> </ul>	2			
	c		<ul style="list-style-type: none"> <li>that we should stop saying ‘Sir’ or ‘Miss’</li> <li>that we should start calling teachers by their first names</li> </ul>	2			
	d		<ul style="list-style-type: none"> <li>to show respect to teachers</li> <li>to ensure a professional distance/relationship</li> </ul> <p><i>Any one of the above points for a maximum of 1 mark</i></p>	1			
	e		<p>Accept either the correct number or the correct statement or both if both are correct:</p> <table border="1" data-bbox="338 1238 1093 1310"> <tr> <td>3</td> <td>To inform the listener about the decline in polite language use.</td> </tr> </table>	3		To inform the listener about the decline in polite language use.	1
3	To inform the listener about the decline in polite language use.						

Item 2

Question		Expected Answer(s)	Max mark	Additional Guidance
2	a	<ul style="list-style-type: none"> <li>• (in his day) you were/he was only allowed to address male teachers by Sir/title</li> <li>• you/he would not think/dream of calling them anything else</li> <li>• you/he could not call them by their first name</li> <li>• you/he did not even know their first names</li> </ul> <p><i>Any two of the above points for a maximum of 2 marks</i></p>	2	<p>Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidate responses.</p> <p>Markers should ignore extraneous material that does not contradict the answer.</p>
	b	<ul style="list-style-type: none"> <li>• it was first used in the 16<sup>th</sup> century</li> <li>• it was first used for (male) teachers from a lower social standing</li> <li>• it was used to reinforce authority over upper-class boys</li> </ul> <p><i>Any two of the above points for a maximum of 2 marks</i></p>	2	
	c	<ul style="list-style-type: none"> <li>• it's so old-fashioned/so wrong to modern ears</li> <li>• it shows disrespect/is sexist</li> <li>• it suggests that women are not as capable/good as men</li> </ul>	3	
	d	<ul style="list-style-type: none"> <li>• they had to give up their jobs (if they got married)</li> <li>• (some) schools only gave jobs to those who were unmarried/single</li> </ul> <p><i>Any one of the above points for a maximum of 1 mark</i></p>	1	

Question		Expected Answer(s)	Max mark	Additional Guidance
2	e	<ul style="list-style-type: none"> <li>• they had great respect for their teachers</li> <li>• there was never any mischief in class</li> <li>• they did what they were told</li> <li>• they didn't question anything</li> </ul> <p><i>Any two of the above points for a maximum of 2 marks</i></p>	2	
	f	<ul style="list-style-type: none"> <li>• they don't have to stand up as soon as teacher enters room</li> <li>• they can ask questions at any time</li> <li>• they do not need permission to speak</li> </ul>	3	
	g	<ul style="list-style-type: none"> <li>• he/his generation was brought up to be polite</li> <li>• he/his generation was brought up to accept that elders deserved respect</li> <li>• he/his generation was brought up to accept that older people were (much) more knowledgeable than young people</li> </ul> <p><i>Any two of the above points for a maximum of 2 marks</i></p>	2	
	h	<ul style="list-style-type: none"> <li>• it is much easier</li> <li>• you just use/say 'thu'/informal 'you' to everyone/to both young and old/ to everyone she meets</li> <li>• this is the way people speak online/on social media</li> </ul> <p><i>Any two of the above points for a maximum of 2 marks</i></p>	2	

Question		Expected Answer(s)	Max mark	Additional Guidance
2	i	<ul style="list-style-type: none"> <li>• this courtesy/this formal distinction is still strong (in other cultures)</li> <li>• feelings were (so) strong in the 18<sup>th</sup> century/in China</li> <li>• a (whole/Chinese) family was executed/put to death/killed</li> <li>• this family had all their money taken away</li> <li>• (simply because) they wrote the Emperor's name in a dictionary</li> <li>• they wrote the Emperor's name/referred to the Emperor in informal language</li> </ul> <p><i>Any three of the above points for a maximum of 3 marks</i></p>	3	

## General Marking Principles for Advanced Higher Gaelic (Learners): Discursive Writing

*This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the Detailed Marking Instructions, which identify the key features required in candidate responses.*

- (a) Marks for each candidate response must always be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) Marking should be holistic. There may be strengths and weaknesses in the piece of writing; markers should focus as far as possible on the strengths, taking account of weaknesses only where they significantly detract from the overall impression.  
Three main aspects of the piece of writing should be considered:
  - (i) Content
  - (ii) Accuracy
  - (iii) Language resource – variety, range, structures
- (d) Using the pegged marks table, the marker should first select the row of the table in which the descriptors most closely match the candidate's piece of writing. Once that row has been identified, the assessor should follow this guidance:
  - If the evidence largely matches the descriptors across all of the aspects of the work, award the higher of the two available marks.
  - If the evidence largely matches the descriptors across most of the aspects of the work, award the lower of the two marks available.
- (e) If markers are in doubt about which of two adjacent rows to select: select the upper row and award the lower pegged mark in that row.
- (f) Markers can award the highest pegged mark (40) for writing even if there are minor errors. These should not detract from the overall impression.
- (g) Candidates are instructed to write 250–300 words. The General and Detailed Marking Instructions should be applied even where the length of the piece of writing falls outside this range.

## Detailed Marking Instructions: Section 2 – Discursive Writing

Mark	Content	Accuracy	Language Resource: variety, range, structures
40 or 36	<ul style="list-style-type: none"> <li>• The essay is well structured and all aspects are relevant to the title</li> <li>• The topic is addressed fully, in a balanced way</li> <li>• Overall this comes over as a comprehensive, competent, well thought-out response to the task which reads naturally</li> </ul>	<ul style="list-style-type: none"> <li>• The language is characterised by a high degree of accuracy and may show some flair</li> <li>• A comprehensive range of verbs is used accurately and tenses are consistent and accurate</li> <li>• There is evidence of confident handling of all aspects of grammar and spelling</li> <li>• Some minor errors need not detract from the overall very good impression</li> </ul>	<ul style="list-style-type: none"> <li>• The language used is mostly complex and sophisticated</li> <li>• There is a wide range of structures and vocabulary appropriate to Advanced Higher</li> <li>• There is a comprehensive range of verbs/verb forms and tenses</li> <li>• There is good use of less common adjectives, adverbs, prepositional phrases and, where appropriate, word order</li> <li>• There is extensive use of co-ordinating conjunctions and subordinate clauses throughout the writing</li> <li>• The language flows well and ideas and opinions are expressed effectively</li> </ul>
32 or 28	<ul style="list-style-type: none"> <li>• The essay has a good sense of structure and most aspects are relevant to the title</li> <li>• The topic is addressed well</li> <li>• The content is clear and well thought out</li> </ul>	<ul style="list-style-type: none"> <li>• The language is clearly comprehensible throughout and fairly free of serious errors in areas appropriate to Advanced Higher</li> <li>• A range of verbs is used accurately and tenses are generally consistent and accurate</li> <li>• Other parts of speech are used accurately</li> <li>• There are few serious errors in spelling and/or punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• The language used is generally complex and sophisticated</li> <li>• Contains a good range of vocabulary and structures appropriate to Advanced Higher</li> <li>• The candidate uses a good range of verbs/verb forms and tenses</li> <li>• There is good use of co-ordinating conjunctions and subordinate clauses throughout the writing</li> <li>• Ideas and opinions are expressed effectively</li> </ul>

Mark	Content	Accuracy	Language Resource: variety, range, structures
24 or 20	<ul style="list-style-type: none"> <li>• The essay has some sense of structure and most aspects have some relevance to the title</li> <li>• The topic is addressed adequately</li> <li>• The content is mostly clear</li> </ul>	<ul style="list-style-type: none"> <li>• The less complex language may be mostly accurate. However, in places, where the candidate attempts to use complex and sophisticated language, this may be less successful</li> <li>• The verbs are generally correct, but the range of verbs and tenses is limited</li> <li>• Spelling and punctuation are generally correct but there may be a few errors in some parts of speech – personal pronouns, gender of nouns, adjective endings, cases, singular/plural confusion</li> <li>• Overall, there is more correct than incorrect and there is the impression that the candidate can handle tenses</li> </ul>	<ul style="list-style-type: none"> <li>• There are some examples of complex and sophisticated language</li> <li>• Contains a reasonable range of vocabulary and structures appropriate to Advanced Higher</li> <li>• There is a limited range of verbs/verb forms and tenses</li> <li>• There are some successful attempts to use co-ordinating conjunctions and subordinate clauses</li> <li>• Ideas and opinions are expressed adequately</li> <li>• There is some dictionary misuse</li> </ul>

Mark	Content	Accuracy	Language Resource: variety, range, structures
16 or 12	<ul style="list-style-type: none"> <li>• The essay is lacking in structure and less than half of the aspects have any relevance to the title</li> <li>• The topic is addressed but in a limited way</li> <li>• The content is limited and may be presented as a single paragraph</li> </ul>	<ul style="list-style-type: none"> <li>• The language is insufficiently accurate to convey meaning clearly and consistently</li> <li>• Ability to use verbs and form tenses accurately is inconsistent. There may be confusion between the singular and plural form of verbs</li> <li>• Although basic structures are used accurately, control of the language structure at times deteriorates significantly</li> <li>• There are errors in other parts of speech – gender of nouns, cases, singular/plural confusion – and in spelling and, where appropriate, word order. Several errors are serious</li> <li>• Overall there is more incorrect than correct</li> </ul>	<ul style="list-style-type: none"> <li>• There is limited use of complex and sophisticated language</li> <li>• Contains a limited range of vocabulary and/or structures appropriate to Advanced Higher</li> <li>• There is inconsistency in the use of verbs/verb forms and tenses</li> <li>• There are few successful attempts to use co-ordinating conjunctions and subordinate clauses</li> <li>• There may be examples of unidiomatic translation from English and/or examples of dictionary misuse</li> </ul>
8 or 4	<ul style="list-style-type: none"> <li>• The essay is unstructured and few aspects are relevant to the title</li> <li>• The topic is not fully addressed</li> <li>• The content is very limited</li> </ul>	<ul style="list-style-type: none"> <li>• The language is almost completely inaccurate throughout the writing and there is little control of language structure</li> <li>• Most of the verbs are incorrect. There is little evidence of tense control</li> <li>• Most basic structures are not used accurately and control of the language structure generally deteriorates significantly</li> <li>• There are frequent errors in other parts of speech – personal pronouns, gender of nouns, cases, singular/plural confusion, prepositions. Overall there is more incorrect than correct</li> </ul>	<ul style="list-style-type: none"> <li>• There is little use, if any, of complex and sophisticated language</li> <li>• The essay contains a very limited range of vocabulary and structures appropriate to Advanced Higher</li> <li>• The candidate may not cope with more than one or two basic verbs/verb forms and tenses</li> <li>• Some sentences may not be understood by a sympathetic native speaker</li> <li>• There are examples of other language interference and serious dictionary misuse</li> </ul>

Mark	Content	Accuracy	Language Resource: variety, range, structures
0	<ul style="list-style-type: none"> <li>• The essay is unstructured and/or irrelevant</li> <li>• The candidate is unable to address the topic</li> </ul>	<ul style="list-style-type: none"> <li>• The language is seriously inaccurate throughout the writing and there is almost no control of language structure</li> <li>• Very few words are written correctly in the modern language</li> </ul>	<ul style="list-style-type: none"> <li>• There is no evidence of complex and sophisticated language</li> <li>• There may be several examples of other language interference</li> <li>• Very little is intelligible to a sympathetic native speaker</li> <li>• There may be several examples of serious dictionary misuse</li> </ul>

[END OF EXEMPLAR MARKING INSTRUCTIONS]