



**2014 Italian**

**Higher – Reading and Directed Writing**

**Finalised Marking Instructions**

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## **Part One: General Marking Principles for Italian – Higher – Reading & Directed 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 specific Marking Instructions for each question.

- (a)** Marks for each candidate response must always be assigned in line with these general marking principles and the specific Marking Instructions for the relevant question. If a specific candidate response does not seem to be covered by either the principles or detailed Marking Instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader/Principal Assessor.
- (b)** Marking should always be positive i.e., marks should be awarded for what is correct and not deducted for errors or omissions.

### **GENERAL MARKING ADVICE: Italian – Higher – Reading & Directed Writing**

The marking schemes are written to assist in determining the “minimal acceptable answer” rather than listing every possible correct and incorrect answer. The following notes are offered to support Markers in making judgements on candidates’ evidence, and apply to marking both end of unit assessments and course assessments.

## **Marking Key**

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

In the marking schemes which follow, a bullet point designates information required for the award of 1 mark; a word or concept underlined must be evident within an answer before the mark can be awarded.

To assess an answer, tick each piece of information which constitutes a correct mark. 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 marks 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, marks should be totalled and written on the inside margin as a mark out of 20.

## **Section I – General Marks**

Correct marks 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 marks 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 marks scored should be written in the inner margin at the end of Section I.

**Part Two: Marking Instructions for each Question**

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
1.		<ul style="list-style-type: none"> <li>• a holiday is limited in time/a holiday is an opportunity to rest/to relax/to escape stress</li> <li>• a gap-year is very/more demanding/more work/busier/a gap-year is an opportunity to/can make us change the way we see the world</li> </ul>	2	binding change the way we see ourselves a gap year is needed...	

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
2.	(a)	<ul style="list-style-type: none"> <li>people became slaves if they owed money/couldn't pay their debts</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>they became slaves if they had committed <u>a crime/an offence</u></li> </ul>	<b>1</b>	couldn't pay their rents/tax/debits	"as a punishment" insufficient on its own
2.	(b)	<ul style="list-style-type: none"> <li>people <u>didn't have to</u> work on the land</li> <li>people <u>didn't have to</u> pay their debts</li> <li>they/slaves were freed</li> </ul> <p style="text-align: center;"><b>(Any two from three)</b></p>	<b>2</b>	<p>grow soil/land people <u>couldn't</u> cultivate the land</p> <p>there was <u>less</u> need to pay their debts</p>	

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
3.		<ul style="list-style-type: none"> <li>• a period to dedicate to yourself</li> <li>• a period for discovering/learning new things</li> <li>• a period for a particular activity OR both examples – writing a book or scaling/climbing a mountain</li> </ul>	3	a time to dedicate to your pastimes/hobbies  singular “thing”	
4.		<ul style="list-style-type: none"> <li>• it changed his view/vision of the world</li> <li>• it/he opened his eyes</li> <li>• it made him rely/depend on himself/he learned to count on himself/be (more) responsible/independent/stand on his own two feet</li> <li>• he had to take (important) decision(s) <u>without any help/on his own</u> OR any two examples: he had to find work/he had to buy food/he had to pay the bills</li> </ul> <p style="text-align: center;"><b>(Any three from four)</b></p>	3		it was (like) a dream

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
5.		<ul style="list-style-type: none"> <li>they are cheap</li> <li>they can last between 3 months and a year</li> <li>you can choose the length of the different <u>stages/stops/legs</u> of the journey</li> <li>you (can) leave from <u>and</u> arrive at/return to the same city</li> </ul> <p style="text-align: center;"><b>(Any three from four)</b></p>	<b>3</b>	convenient	
6.	(a)	<ul style="list-style-type: none"> <li><u>running</u> water</li> <li><u>clean</u>/fresh sheets</li> <li><u>gas</u> oven(s)/ring(s)/hob(s)/burner(s)/cooker(s)/stove(s)</li> </ul>	<b>3</b>	flowing water/clean water  rings of gas	

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
6.	(b)	<ul style="list-style-type: none"> <li>they make you fall in love (with them)/they charm/enchant you</li> <li>they make <u>you</u> smile/laugh and cry <u>at the same time</u></li> <li>she thinks about them <u>every day/all the time/constantly</u></li> </ul> <p style="text-align: center;"><b>(Any two from three)</b></p>	<b>2</b>	they make you feel charmed/enchanted they are charming	you fall in love with them
6.	(c)	<ul style="list-style-type: none"> <li>a woman/people (at the supermarket) approached her/welcome her <u>because they heard her speaking Italian/knew she spoke Italian</u></li> <li>children (in the nursery/kindergarten) fought/competed/jostled to (win)/get the seat/place closest to her</li> </ul> <p style="text-align: center;"><i>N.B. there must be an idea of “competing” present</i></p> <p style="text-align: center;"><b>(Any one from two)</b></p>	<b>1</b>	a man she felt that Barbara spoke Italian	the woman/people spoke Italian  ignore “closest to you”
			<b>(20)</b>		

## Translation into English

The translation into English is allocated 10 marks. The text for translation will be divided into a number of sense units. Each sense unit is worth 2 marks, which will be awarded according to the quality and accuracy of the translation into English. In assessing the candidate's performance, the descriptions detailed below will be used. Each sense unit will be awarded one of the marks shown.

Category	Mark	Description
Good	2	Essential information and relevant details are understood and conveyed clearly and accurately, with appropriate use of English.
Satisfactory	1	Essential information is understood and conveyed clearly and comprehensibly, although some of the details may be translated in an imprecise or inaccurate manner. The key message is conveyed in spite of inaccuracies and weaknesses in the use of English.
Unsatisfactory	0	The candidate fails to demonstrate sufficient understanding of the essential information and relevant details. Errors may include mistranslation and/or the failure to translate relevant details.

7. Translate into English:

“L’organizzazione...che non dimenticheranno mai.” (lines 69-77)

**Unit 1**

TEXT	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
<p><b>L’organizzazione di un’esperienza di questo tipo è piuttosto semplice</b></p>	<p>The organisation of an experience of this kind/like this is quite simple.</p> <p>Organising an experience of this type is rather straightforward. easy.</p> <p><i>The organisation of/Organising an experience of this kind/type/like this is quite/rather simple/straightforward/easy.</i></p>	<p>like this type</p> <p>very simple</p> <p>omission of “piuttosto”</p> <p>the organisation of the experience</p>	<p>a trip</p> <p>an experienced organization an organized experience</p>

**Unit 2**

TEXT	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
<p><b>In gran parte è gestita dall'agenzia che organizza il progetto.</b></p>	<p>For the most part it is managed by the agency which organises/organizing the project.</p> <p>To a large extent/degree it is run... The majority of it is run... A large part of it is run... A great part of it is run... It is mostly run...</p> <p>by the agency which organises the project.</p> <p><i>For the most part/To a large extent/degree it/The majority of it/A great/large part (of it) is/It is mostly/in general managed/run by the agency which organises the project.</i></p>	<p>any past tense</p> <p>organized who organizes</p> <p>an agency agencies</p> <p>managed at</p> <p>plan(s)</p> <p>overall</p>	<p>in big/great part in the most part in large parts big part</p> <p>most of the time</p>

### Unit 3

TEXT	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
<b>Quasi tutti quelli che fanno un anno sabbatico -</b>	Almost everyone who takes a gap year –  Nearly everyone who does a sabbatical year –  Almost all those who go on a sabbatical –  <i>Nearly/Almost everyone/all those who take(s)/have/do/a sabbatical/a gap/sabbatical year -</i>	any past tense unless repeated error from unit 2  the gap year  omission of “quasi”	in a gap year  a year abroad

#### Unit 4

TEXT	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
<b>un anno intero di esperienze e opportunità diverse -</b>	an entire year of different/diverse experiences and opportunities –  a whole year of experiences and different/diverse opportunities –  <i>an entire/whole year of different/diverse experiences and opportunities – ("Different/diverse" can be before both nouns or either noun)</i>	singular of "experiences and opportunities"  omission of "intero"  omission of "diverse"  a year full of new experiences	to experience different opportunities  several opportunities

#### Unit 5

TEXT	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
<b>trovano che è una parte della loro vita che non dimenticheranno mai.</b>	(they) find that it is a part of their life they will never forget.  (they) find that it is a part of their lives which they will never forget.  <i>(they) find that it is a part of their lives/life (which) they will never forget.</i>	found (unless repeated error from unit 2 or 3) find out  which they never forget which they will not forget  they think  will find	omission of "never" omission of verb change of person (e.g. "I" to "we") the part of their lives

## Higher Writing

Task: Directed Writing, addressing 6 bullet points.

- Assessment Process:
- 1 With reference to *Content, Accuracy and Language Resource*, assess the overall quality of the response and allocate it to a pegged mark.
  - 2 Check that all 6 bullet points have been addressed.
  - 3 Deduct 2 marks (i.e. 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	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Very Good	15	<ul style="list-style-type: none"> <li>All bullet points are covered fully, in a balanced way, including a number of complex sentences.</li> <li>Some candidates may also provide additional information.</li> <li>A wide range of verbs / verb forms, tenses and constructions is used.</li> <li>Overall this comes over as a competent, well thought-out account of the event which reads naturally.</li> </ul>	<ul style="list-style-type: none"> <li>The candidate handles all aspects of grammar and spelling accurately, although the language may contain some minor errors or even one more serious error.</li> <li>Where the candidate attempts to use language more appropriate to post-Higher, a slightly higher number of inaccuracies need not detract from the overall very good impression.</li> </ul>	<ul style="list-style-type: none"> <li>The candidate is comfortable with almost all the grammar used and generally uses a different verb or verb form in each sentence.</li> <li>There is good use of a variety of tenses, adjectives, adverbs and prepositional phrases and, where appropriate, word order.</li> <li>The candidate uses coordinating conjunctions and subordinate clauses throughout the writing.</li> <li>The language flows well.</li> </ul>
Good	12	<ul style="list-style-type: none"> <li>All bullet points are addressed, generally quite fully, and some complex sentences may be included.</li> <li>The response to one bullet point may be thin, although other bullet points are dealt with in some detail.</li> <li>The candidate uses a reasonable range of verbs/verb forms and other constructions.</li> </ul>	<ul style="list-style-type: none"> <li>The candidate generally handles verbs and other parts of speech accurately but simply.</li> <li>There may be some errors in spelling, adjective endings and, where relevant, case endings.</li> <li>Use of accents may be less secure.</li> <li>Where the candidate is attempting to use more complex vocabulary and structures, these may be less successful, although basic structures are used accurately.</li> <li>There may be minor misuse of dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>There may be less variety in the verbs used.</li> <li>Most of the more complex sentences use coordinating conjunctions, and there may also be examples of subordinating conjunctions where appropriate.</li> <li>In one bullet point the language may be more basic than might otherwise be expected at this level.</li> <li>Overall the writing will be competent, mainly correct, but pedestrian.</li> </ul>

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Satisfactory	9	<ul style="list-style-type: none"> <li>• The candidate uses mainly simple, more basic sentences.</li> <li>• The language is perhaps repetitive and uses a limited range of verbs and fixed phrases not appropriate to this level.</li> <li>• In some examples, one or two bullet points may be less fully addressed.</li> <li>• In some cases, the content may be similar to that of good or very good examples, but with some serious accuracy issues.</li> </ul>	<ul style="list-style-type: none"> <li>• The verbs are generally correct, but basic.</li> <li>• Tenses may be inconsistent, with present tenses being used at times instead of past tenses.</li> <li>• There are quite a few errors in other parts of speech – personal pronouns, gender of nouns, adjective endings, cases, singular/plural confusion – and in the use of accents.</li> <li>• Some prepositions may be inaccurate or omitted, e.g. I went the town.</li> <li>• While the language may be reasonably accurate in three or four bullet points, in the remaining two, control of the language structure may deteriorate significantly.</li> <li>• Overall, there is more correct than incorrect and there is the impression overall that the candidate can handle tenses.</li> </ul>	<ul style="list-style-type: none"> <li>• The candidate copes with the past tense of some verbs.</li> <li>• A limited range of verbs is used to address some of the bullet points.</li> <li>• Candidate relies on a limited range of vocabulary and structures.</li> <li>• When using the perfect tense, the past participle is incorrect or the auxiliary verb is omitted on occasion.</li> <li>• Sentences may be basic and mainly brief.</li> <li>• There is minimal use of adjectives, probably mainly after “is”, e.g. The boss was helpful.</li> <li>• The candidate has a weak knowledge of plurals.</li> <li>• There may be several spelling errors, e.g. reversal of vowel combinations.</li> </ul>

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Unsatisfactory	6	<ul style="list-style-type: none"> <li>• In some cases the content may be basic.</li> <li>• In other cases there may be little difference in content between Satisfactory and Unsatisfactory.</li> <li>• The language is repetitive, with undue reliance on fixed phrases and a limited range of common basic verbs such as <i>to be, to have, to play, to watch</i>.</li> <li>• While the language used to address the more predictable bullet points may be accurate, serious errors occur when the candidate attempts to address the less predictable areas.</li> <li>• The Directed Writing may be presented as a single paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to form tenses is inconsistent.</li> <li>• In the use of the perfect tense the auxiliary verb is omitted on a number of occasions.</li> <li>• There may be confusion between the singular and plural form of verbs.</li> <li>• There are errors in many other parts of speech – gender of nouns, cases, singular/plural confusion – and in spelling and, where appropriate, word order.</li> <li>• Several errors are serious, perhaps showing mother tongue interference.</li> <li>• There may be one sentence which is not intelligible to a sympathetic native speaker.</li> <li>• One area may be very weak.</li> <li>• Overall, there is more incorrect than correct.</li> </ul>	<ul style="list-style-type: none"> <li>• The candidate copes mainly only with the predictable language required at the earlier bullet points.</li> <li>• The verbs “was” and “went” may also be used correctly.</li> <li>• There is inconsistency in the use of various expressions, especially verbs.</li> <li>• Sentences are more basic.</li> <li>• An English word may appear in the writing or a word may be omitted.</li> <li>• There may be an example of serious dictionary misuse.</li> </ul>

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Poor	3	<ul style="list-style-type: none"> <li>• The content and language may be very basic.</li> <li>• However, in many cases the content may be little different from that expected at Unsatisfactory or even at Satisfactory.</li> </ul>	<ul style="list-style-type: none"> <li>• Many of the verbs are incorrect or even omitted.</li> <li>• There are many errors in other parts of speech – personal pronouns, gender of nouns, adjective endings, cases, singular/plural confusion – and in spelling and word order.</li> <li>• Prepositions are not used correctly.</li> <li>• The language is probably inaccurate throughout the writing.</li> <li>• Some sentences may not be understood by a sympathetic native speaker.</li> </ul>	<ul style="list-style-type: none"> <li>• The candidate cannot cope with more than one or two basic verbs, frequently “had” and “was”.</li> <li>• The candidate displays almost no knowledge of past tenses of verbs.</li> <li>• Verbs used more than once may be written differently on each occasion.</li> <li>• The candidate has a very limited vocabulary.</li> <li>• Several English or “made-up” words may appear in the writing.</li> <li>• There are examples of serious dictionary misuse.</li> </ul>
Very Poor	0	<ul style="list-style-type: none"> <li>• The content is very basic <i>OR</i></li> <li>• The candidate has not completed at least three of the core bullet points.</li> </ul>	<ul style="list-style-type: none"> <li>• (Virtually) nothing is correct.</li> <li>• Most of the errors are serious.</li> <li>• Very little is intelligible to a sympathetic native speaker.</li> </ul>	<ul style="list-style-type: none"> <li>• The candidate copes only with “have” and “am”.</li> <li>• Very few words are correctly written in the foreign language.</li> <li>• English words are used.</li> <li>• There may be several examples of mother tongue interference.</li> <li>• There may be several examples of serious dictionary misuse.</li> </ul>

<b>What if....?</b>	
the candidate only addresses one part of one of the introductory, predictable bullet points?	In such a case the candidate is deemed to have not addressed the bullet points and a 2 mark penalty is made (i.e. 2 marks are deducted from the final mark awarded). This procedure applies at all categories.
some bullet points fit into one category but others are in the next, lower category?	<p>It is important to look carefully at which bullet points are better addressed.</p> <p>If the better sections include the more predictable bullet points, the marker is less likely to be generous than if the unpredictable bullet points are of a better quality. If there is a serious decline after the initial bullet points, a lower mark must be awarded.</p> <p>It is also important to consider the balance of the bullet points. Sometimes a candidate writes twice as much about the opening bullet points – or even bullet points which are not there – than for the four remaining bullet points. In such cases, the lower mark being considered should be awarded.</p>
the marker is having great difficulty in deciding whether the writing is good enough to pass or not quite good enough to pass?	It is essential to consider carefully the accuracy of the verbs overall. If more verbs are correct than wrong, then it is likely that the candidate deserves to pass, unless there are many other inaccuracies in the writing.
the Directed Writing, from the point of view of content, looks as if it belongs in a top category, but where accuracy is concerned, contains some possibly serious grammatical errors in more basic structures as a result of using relatively advanced structures combined with a less than confident knowledge of the more basic structures?	This is a case where the candidate is more adventurous, but less accurate. It is always important to assess what it is the candidate <u>can</u> do, and thus highlight the positive. However, in such cases, it is likely that the candidate will be awarded 9.

[END OF MARKING INSTRUCTIONS]



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### **GENERAL MARKING ADVICE: Italian Higher Listening/Writing**

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**Part Two: Marking Instructions for each Question**

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant
1.	(a)	<ul style="list-style-type: none"> <li>• they (always) <u>played outside</u></li> <li>• they always got dirty OR it wasn't important for them to be clean</li> <li>• they were (in contact)/played with other children/friends/others</li> <li>• they developed resistance to allergies/illness</li> </ul> <p style="text-align: center;"><b>(Any three from four)</b></p>	<b>3</b>	never	
1.	(b)	<ul style="list-style-type: none"> <li>• they stay indoors (all day)/remain at home</li> <li>• they play video games/on the computer (all day)</li> </ul> <p><i>N.B. there must be a reference to technology with regard to the games</i></p>	<b>2</b>	they go on the computer	

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
2.	(a)	<ul style="list-style-type: none"> <li>• you are not making <u>real/physical</u> contact/interaction (with people)</li> <li>• (too many people) can see <u>private details/personal details/your private life</u></li> <li>• they are unsafe/dangerous</li> </ul> <p style="text-align: right;"><b>(Any two from three)</b></p>	<b>2</b>	<p>they are not private</p> <p>(people) give out their private details</p>	
2.	(b)	<ul style="list-style-type: none"> <li>• once you write something on the Internet you cannot delete it</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>• once you write something on the Internet it remains there forever</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>• (too many people) can see private details (if not given for 2a)</li> </ul>	<b>1</b>		

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
3.	(a)	<ul style="list-style-type: none"> <li>whenever she travelled/was on holiday <u>abroad</u></li> </ul>	1	lived abroad	
3.	(b)	<ul style="list-style-type: none"> <li>they could <u>see</u> her/<u>see</u> that she was well/safe</li> </ul>	1		

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
4.	(a)	<ul style="list-style-type: none"> <li>you can find the cheapest/cheaper means of travel</li> </ul>	1	find the best means of transport	
4.	(b)	<ul style="list-style-type: none"> <li>you can see a hotel <u>before choosing/booking it</u></li> </ul>	1		before going (there)
4.	(c)	<ul style="list-style-type: none"> <li>you can find the right tour/one/you can find a suitable tour</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>you don't have to depend on others</li> </ul>	1	adapted (if for disability)	

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
5.	(a)	<ul style="list-style-type: none"> <li>it is (much) <u>easier/very</u> easy to find the information you need</li> <li>you can find anything in (a few) seconds/in a second/instantly/very quickly</li> </ul>	2		easy
5.	(b)	<ul style="list-style-type: none"> <li>they can be a limiting factor when studying/studies are limited/the amount of information available is limited</li> <li>everyone finds the same information</li> </ul>	2	<p>it is limited (too vague)</p> <p>computers are limited</p>	

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
6.		<ul style="list-style-type: none"> <li>• he can remain in contact with friends <u>who live faraway</u></li> <li>• he can <u>find/research</u> things <u>that interest him</u>/his interests/his hobbies</li> <li>• it helps him to keep <u>his mind</u> active/it keeps <u>his mind</u> active</li> </ul>	<p>3</p> <p>(20)</p>	friends who live in a different country	penalise "she" only once interesting things

## Higher Writing

Task: Short essay

Assessment Process: With reference to *Content, Accuracy and Language Resource*, assess the overall quality of the response and allocate it to a pegged mark.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Very Good	10	<ul style="list-style-type: none"> <li>• The topic is covered fully, in a balanced way, including a number of complex sentences.</li> <li>• Some candidates may also provide additional information.</li> <li>• A wide range of verbs/verb forms and constructions is used. There may also be a variety of tenses.</li> <li>• Overall this comes over as a competent, well thought-out response to the task which reads naturally.</li> </ul>	<ul style="list-style-type: none"> <li>• The candidate handles all aspects of grammar and spelling accurately, although the language may contain some minor errors or even one more serious error.</li> <li>• Where the candidate attempts to use language more appropriate to post-Higher, a slightly higher number of inaccuracies need not detract from the overall very good impression.</li> </ul>	<ul style="list-style-type: none"> <li>• The candidate is comfortable with almost all the grammar used and generally uses a different verb or verb form in each sentence.</li> <li>• There is good use of a variety of tenses, adjectives, adverbs and prepositional phrases and, where appropriate, word order.</li> <li>• The candidate uses co-ordinating conjunctions and subordinate clauses throughout the writing.</li> <li>• The language flows well.</li> </ul>
Good	8	<ul style="list-style-type: none"> <li>• The topic is addressed, generally quite fully, and some complex sentences may be included.</li> <li>• The candidate uses a reasonable range of verbs/verb forms and other constructions.</li> </ul>	<ul style="list-style-type: none"> <li>• The candidate generally handles verbs and other parts of speech accurately but simply.</li> <li>• There may be some errors in spelling, adjective endings and, where relevant, case endings.</li> <li>• Use of accents may be less secure.</li> <li>• Where the candidate is attempting to use more complex vocabulary and structures, these may be less successful, although basic structures are used accurately.</li> <li>• There may be minor misuse of dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>• There may be less variety in the verbs used.</li> <li>• Most of the more complex sentences use co-ordinating conjunctions, and there may also be examples of subordinating conjunctions where appropriate.</li> <li>• At times the language may be more basic than might otherwise be expected at this level.</li> <li>• Overall the writing will be competent, mainly correct, but pedestrian.</li> </ul>

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Satisfactory	6	<ul style="list-style-type: none"> <li>• The candidate uses mainly simple, more basic sentences.</li> <li>• The language is perhaps repetitive and uses a limited range of verbs and fixed phrases not appropriate to this level.</li> <li>• The topic may not be fully addressed.</li> <li>• In some cases, the content may be similar to that of good or very good examples, but with some serious accuracy issues.</li> </ul>	<ul style="list-style-type: none"> <li>• The verbs are generally correct, but basic.</li> <li>• Tenses may be inconsistent.</li> <li>• There are quite a few errors in other parts of speech – personal pronouns, gender of nouns, adjective endings, cases, singular/plural confusion – and in the use of accents.</li> <li>• Some prepositions may be inaccurate or omitted e.g. I go the town.</li> <li>• While the language may be reasonably accurate at times, the language structure may deteriorate significantly in places.</li> <li>• Overall, there is more correct than incorrect and there is the impression overall that the candidate can handle tenses.</li> </ul>	<ul style="list-style-type: none"> <li>• The candidate copes with the present tense of most verbs.</li> <li>• A limited range of verbs is used.</li> <li>• Candidate relies on a limited range of vocabulary and structures.</li> <li>• Where the candidate attempts constructions with modal verbs, these are not always successful.</li> <li>• Sentences may be basic and mainly brief.</li> <li>• There is minimal use of adjectives, probably mainly after “is” e.g.. My friend is reliable.</li> <li>• The candidate has a weak knowledge of plurals.</li> <li>• There may be several spelling errors e.g. reversal of vowel combinations.</li> </ul>

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Un-satisfactory	4	<ul style="list-style-type: none"> <li>• In some cases the content may be basic.</li> <li>• In other cases there may be little difference in content between Satisfactory and Unsatisfactory.</li> <li>• The language is repetitive, with undue reliance on fixed phrases and a limited range of common basic verbs such as <i>to be, to have, to play, to watch</i>.</li> <li>• While the language used to address the more predictable aspects of the task may be accurate, serious errors occur when the candidate attempts to address a less predictable aspect.</li> <li>• The Personal Response may be presented as a single paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to form tenses is inconsistent.</li> <li>• In the use of the perfect tense the auxiliary verb is omitted on a number of occasions.</li> <li>• There may be confusion between the singular and plural form of verbs.</li> <li>• There are errors in many other parts of speech – gender of nouns, cases, singular/plural confusion – and in spelling and, where appropriate, word order.</li> <li>• Several errors are serious, perhaps showing mother tongue interference.</li> <li>• There may be one sentence which is not intelligible to a sympathetic native speaker.</li> <li>• Overall, there is more incorrect than correct.</li> </ul>	<ul style="list-style-type: none"> <li>• The candidate copes mainly only with predictable language.</li> <li>• There is inconsistency in the use of various expressions, especially verbs.</li> <li>• Sentences are more basic.</li> <li>• An English word may appear in the writing or a word may be omitted.</li> <li>• There may be an example of serious dictionary misuse.</li> </ul>

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Poor	2	<ul style="list-style-type: none"> <li>• The content and language may be very basic.</li> <li>• However, in many cases the content may be little different from that expected at Unsatisfactory or even at Satisfactory.</li> </ul>	<ul style="list-style-type: none"> <li>• Many of the verbs are incorrect or even omitted.</li> <li>• There are many errors in other parts of speech – personal pronouns, gender of nouns, adjective endings, cases, singular/plural confusion – and in spelling and word order.</li> <li>• Prepositions are not used correctly.</li> <li>• The language is probably inaccurate throughout the writing.</li> <li>• Some sentences may not be understood by a sympathetic native speaker.</li> </ul>	<ul style="list-style-type: none"> <li>• The candidate cannot cope with more than 1 or 2 basic verbs, frequently “has” and “is”.</li> <li>• Verbs used more than once may be written differently on each occasion.</li> <li>• The candidate has a very limited vocabulary.</li> <li>• Several English or “made-up” words may appear in the writing.</li> <li>• There are examples of serious dictionary misuse.</li> </ul>
Very Poor	0	<ul style="list-style-type: none"> <li>• The content is very basic.</li> </ul>	<ul style="list-style-type: none"> <li>• (Virtually) nothing is correct.</li> <li>• Most of the errors are serious.</li> <li>• Very little is intelligible to a sympathetic native speaker.</li> </ul>	<ul style="list-style-type: none"> <li>• The candidate copes only with “have” and “am”.</li> <li>• Very few words are correctly written in the foreign language.</li> <li>• English words are used.</li> <li>• There may be several examples of mother tongue interference.</li> <li>• There may be several examples of serious dictionary misuse.</li> </ul>

<b>What if....?</b>	
the candidate exceeds the recommended word count?	This in itself need not be important, although it is important to be clear that it is possible to attain top marks, if the writing does not exceed 150 words. It is important to assess what has been written – sometimes by exceeding the word count the candidate’s control of the language deteriorates and this has to be reflected in the mark awarded.
the candidate has been asked to address a topic with two aspects but only addresses one of these?	In such a case the candidate is deemed to have not addressed the task fully. The quality of the language should be assessed and the writing should then be placed in the next category down, e.g. if the writing would otherwise have been awarded 8, it should instead be awarded 6.
some parts of the writing fit into one category but others are in the next, lower category?	If the better sections contain more sophisticated language, it may still be appropriate to choose the higher marks. However, if the better sections contain relatively basic constructions and attempts to use more sophisticated language are unsuccessful, then it is most likely that the writing is at the 6/4 interface and the Marking Criteria should be used to help the marker come to a final decision.
the marker is having great difficulty in deciding whether the writing is good enough to pass or not quite good enough to pass?	It is essential to consider carefully the accuracy of the verbs overall. If more verbs are correct than wrong then it is likely that the candidate deserves to pass, unless there are many other inaccuracies in the writing.

[END OF MARKING INSTRUCTIONS]