



National  
Qualifications  
2016

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**German**  
**Reading and Translation**

**Advanced Higher**

**Finalised Marking Instructions**

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## General Marking Principles for Advanced Higher German Reading and Translation

*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) 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.
- (d) Award a mark to each answer. Marks are not transferable between questions.
- (e) The marks available in this Paper are as follows:
  - (i) The first set of questions (worth 23 marks) in Section 1 requires candidates to provide answers based on comprehension of information from the text. The marks available for each question generally range between 1-4 marks.
  - (ii) The last question in Section 1 is the overall purpose question. For this question candidates must draw meaning from their overall understanding of the text. There is a maximum of 7 marks available for full reference to the text and detailed comment. Pegged marks of 5/3/1 are given for degrees of reference to the text and comment. 0 marks will be given where candidates show little or no inferential skills or understanding of the overall purpose of the text.
  - (iii) Section 2 is the translation question (worth 20 marks). For this question candidates must translate the underlined section of the text. The section for translation will be divided into 10 sense units. For each sense unit, 2, 1 or 0 marks will be awarded: 2 marks for a full translation, 1 for partial translation, and 0 for an unsuccessful attempt.
- (f) For questions that ask candidates to 'state' or 'give', candidates must give a brief, accurate response/name.
- (g) 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.

## Detailed Marking Instructions for each Question

### Section 1 - Reading

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
1.	(a)	<ul style="list-style-type: none"> <li>They are <u>more</u> critical and (more) consistent</li> </ul>	1	consisting
	(b)	<ul style="list-style-type: none"> <li>People are either living happily/are happy with their partners</li> <li>or split up/separate</li> </ul>	2	
2.	(a)	<ul style="list-style-type: none"> <li><u>It takes longer</u> to achieve financial/economic security/stability/independence/standing on own two feet</li> </ul>	1	They are ...
	(b)	<ul style="list-style-type: none"> <li>The extent/degree/amount of flexibility society demands of us</li> <li>Today it's <u>easier</u> than ever before to split up/separate/get divorced</li> </ul>	2	
3.		<ul style="list-style-type: none"> <li>Online you can find a partner who matches/fits</li> <li>Offline it becomes very difficult to find potential partners</li> <li>From a certain age, in certain professions and areas/spheres of life</li> </ul> <p><b>(Any 2 from 3)</b></p>	2	No mention of age or profession
4.		<ul style="list-style-type: none"> <li>The people who use online dating sites are not any less attractive or (significantly) younger,</li> <li>less honest or more frivolous/rash/thoughtless/careless (than others)</li> </ul>	2	

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
5.	(a)	<ul style="list-style-type: none"> <li>It leads to/produces extremely high expectations</li> <li>It creates the impression that choosing a partner on the internet could be (a) <u>more</u> informed and rational (process) than by other means/methods</li> </ul>	2	Informative
	(b)	<ul style="list-style-type: none"> <li>Comparison/difficult to decide if partner is 'good enough'</li> </ul>	1	
	(c)	<ul style="list-style-type: none"> <li>It sets out the selection/options/choice(s) like a buffet</li> <li>(almost exclusively) pragmatic decision</li> </ul>	2	
6.	(a)	<ul style="list-style-type: none"> <li>Putting/placing too much hope in somebody (initially)</li> <li>Who can write/compose/put together nice texts/ words</li> <li>But who (ultimately) turns out to be the wrong one/ false/fake/fraud</li> </ul>	3	

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
	(b)	<ul style="list-style-type: none"> <li>• It was/used to be easier to fall in love with the wrong person/false</li> <li>• Who outwardly is/was “exactly my type”</li> <li>• But who has/had completely different dreams in life</li> </ul>	3	
	(c)	<ul style="list-style-type: none"> <li>• Getting to know someone on the internet seems/ appears emotionless (to many people)</li> <li>• But the outcome can be for life</li> <li>• Disappointment can be avoided with an honest profile</li> </ul> <p><b>(Any 2 from 3)</b></p>	2	

Question		Expected Answer(s)	Max Mark	Unacceptable Answers									
7.		<p>Possible answers include:</p> <ul style="list-style-type: none"> <li>to show how the internet has changed how people meet/date</li> <li>balanced view of the topic - recognises both positive and negative aspects</li> <li>improved quality of/increased happiness within relationships</li> <li>more likely to separate/split up/divorce if unhappy <i>“sich scheiden zu lassen/man trennt sich”</i></li> <li>less willingness to commit or work at a relationship <i>“...mangelnder Partnerbereitschaft”</i></li> <li>many have come to view the internet as an acceptable means of meeting people</li> <li>other factors influencing trends also/equally significant</li> <li>internet improving access to potential suitable partners</li> <li>approval of online dating as means of meeting a partner <i>“mehr und mehr an Akzeptanz”</i></li> <li>online dating leads to increased expectations/ higher demands <i>“extrem hohe Erwartungen”</i></li> <li>internet encourages a pragmatic approach (to relationships) <i>“pragmatisch”</i></li> <li>can work out for some people <i>“Für das Leben”</i></li> <li>refers to expert opinion</li> </ul>	7	<table border="1"> <thead> <tr> <th>Pegged Marks</th> <th>Criteria</th> </tr> </thead> <tbody> <tr> <td>7 OR 5</td> <td>The candidate provides a clear, concise and reflective answer, drawing inferences which are entirely appropriate, analytical and which demonstrate a sophisticated and accurate reading of the text. The answer clearly relates to the advice given in the Expected answers column, or any other equally appropriate response.</td> </tr> <tr> <td>3 OR 1</td> <td>The candidate provides an answer which may contain some degree of misreading, but which offers evidence of appropriate inferencing skills. The candidate may, however, tend to supply information from the text with little attempt to draw inferences.</td> </tr> <tr> <td>0</td> <td>The candidate’s answer simply provides information to be found in the text with no attempt to draw inferences.</td> </tr> </tbody> </table>		Pegged Marks	Criteria	7 OR 5	The candidate provides a clear, concise and reflective answer, drawing inferences which are entirely appropriate, analytical and which demonstrate a sophisticated and accurate reading of the text. The answer clearly relates to the advice given in the Expected answers column, or any other equally appropriate response.	3 OR 1	The candidate provides an answer which may contain some degree of misreading, but which offers evidence of appropriate inferencing skills. The candidate may, however, tend to supply information from the text with little attempt to draw inferences.	0	The candidate’s answer simply provides information to be found in the text with no attempt to draw inferences.
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Question	Expected Response(s)	Max Mark	Additional Guidance
8.	<p>Translation</p> <p><i>“Eine ähnliche Diagnose ... zum Paradies geworden ist”</i></p>	20	<p>The translation into English is allocated 20 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.</p> <p><b>2 - Good:</b> Essential information and relevant details are understood and conveyed clearly and accurately, with appropriate use of English</p> <p><b>1 - Satisfactory:</b> 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</p> <p><b>0 - Unsatisfactory:</b> The candidate fails to demonstrate sufficient understanding of the essential information.</p>

Text	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
<b>Unit 1</b> <i>Eine ähnliche Diagnose stellte in den USA gerade der Journalist Dan Slater:</i>	Journalist Dan Slater just gave/has just given a similar diagnosis in the USA:		is made
<b>Unit 2</b> <i>„In der Zukunft werden wir bessere Beziehungen, aber mehr Scheidungen erleben.“</i>	“In (the) future we will see/ experience/be in better relationships but more divorces.”	separations/break ups	
<b>Unit 3</b> <i>Slater ist der Autor eines erfolgreichen Buches über den Einfluss von Online-Dating auf menschliche Beziehungen,</i>	Slater is the author of a successful book about the influence of online dating on human relationships	famous/popular	
<b>Unit 4</b> <i>das Anfang des Jahres erschienen ist.</i>	which appeared/was published at the beginning/ start of the year	arrived	present tense

Text	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
<b>Unit 5</b> <i>Seine Theorie ist klar: Beziehungen beginnen heute oft online</i>	His theory is clear/simple: relationships often begin/start online nowadays/today		
<b>Unit 6</b> <i>und das führt zu weniger Engagement und Verbindlichkeit</i>	and that leads to less commitment/engagement/involvement and obligation/commitment.	obligations	engagements
<b>Unit 7</b> <i>Die Bereitschaft zu harter Beziehungsarbeit,</i>	The willingness/readiness to work (hard) <u>at</u> a relationship,	harder	
<b>Unit 8</b> <i>die bei Paartherapeuten einen hohen Stellenwert hat,</i>	which is highly valued by/very important to relationship/couples therapists	therapy	

Text	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
<b>Unit 9</b> <i>wird Slaters Diagnose zufolge drastisch sinken,</i>	will drop/decline/fall drastically/sharply, according to Slater's diagnosis,	would is sinking	
<b>Unit 10</b> <i>weil das Internet für Singles auf der Suche nach einem Partner oder einer Partnerin zum Paradies geworden ist.</i>	because the internet has become (a) paradise for single people/singles in the search for/searching for a partner		is becoming

[END OF MARKING INSTRUCTIONS]



National  
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2016

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**German**  
**Listening and Discursive Writing**  
**Advanced Higher**  
**Finalised Marking Instructions**

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## General Marking Principles for Advanced Higher German: 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) 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.
- (d) Award a mark to each answer. Marks are not transferable between questions and the answers for each question must come from the Item.
- (e) The marks available in this Paper are as follows:
  - (i) The first set of questions from Item 1 (worth 9 marks) 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 generally range between 1-3 marks.
  - (ii) The last question 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 zero marks.
- (f) For questions that ask candidates to 'state' or 'give', candidates must give a brief, accurate response/name.
- (g) 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.

Detailed Marking Instructions: Listening

Item 1

Question		Expected Answer (s)	Max Mark	Unacceptable answers
1.	(a)	<ul style="list-style-type: none"> <li>• <u>More than</u> two million children and young people in Germany are poor/live below the poverty line/<u>About</u> 20% of young people in Germany are poor/live below the poverty line.</li> <li>• Every 10th child/1 child in 10 in Europe is affected by (child) poverty.</li> </ul> <p>(Any 1 from 2)</p>	1	
	(b)	<ul style="list-style-type: none"> <li>• people with an education that is below average/ people with little education/without qualifications</li> </ul> <p><b>EITHER</b></p> <ul style="list-style-type: none"> <li>• <u>long term</u> unemployed</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• people who work for a low wage/not well paid</li> </ul>	2	poor

Question		Expected Answer (s)	Max Mark	Unacceptable answers
	(c)	<ul style="list-style-type: none"> <li>• They do not just lack material things/Their spare time looks different.</li> <li>• They cannot just simply go to the cinema/to the disco.</li> <li>• Very often they cannot swim as swimming <u>lessons</u> cost money.</li> <li>• Their parents do not want them to bring friends home/Their social life is restricted.</li> <li>• They watch more television than other children (and less demanding programs)</li> <li>• They never read a book in their spare time/They never look up information in the internet.</li> </ul> <p><b>(Any 3 from 6)</b></p>	<b>3</b>	<p>Don't have materials Don't have mobile phones or laptops</p> <p>Swimming costs money</p>
	(d)	<ul style="list-style-type: none"> <li>• They offer/provide breakfast/lunch/food.</li> <li>• They help children to spend their spare time in a meaningful/constructive way.</li> <li>• They give children the chance to learn how to behave in a group/do things with other children</li> <li>• They give children the chance to learn <u>how to eat well</u>.</li> <li>• They give <u>parents</u> the chance to look for a job/to gain a qualification.</li> </ul> <p><b>(Any 3 from 5)</b></p>	<b>3</b>	<p>Learn</p> <p>Time to work</p>
	(e)	<ul style="list-style-type: none"> <li>• To highlight education can cut child poverty.</li> </ul>	<b>1</b>	

Item 2

Question		Expected Answer (s)	Max Mark	Unacceptable answers
2.	(a)	<ul style="list-style-type: none"> <li>• He works (regularly) (at the weekends) (during the holidays) in a big supermarket.</li> <li>• He is old enough for shift work/to work shifts/doing nightshift.</li> <li>• Working in the warehouse/store (behind the supermarket)</li> </ul> <p><b>(Any 2 from 3)</b></p>	2	
	(b) (i)	<ul style="list-style-type: none"> <li>• She does not want to live off/rely on her/the parents.</li> <li>• She is saving for her own car/a car of her own/ She has not got a driving licence yet (She has not had enough money for it.)</li> <li>• She would like to travel to South America (before she finishes university.</li> </ul>	3	Pay for a car Afford a car
	(ii)	<ul style="list-style-type: none"> <li>• There is nothing better than earning your own money/best to earn your own money</li> <li>• One learns how hard one has to work for the money.</li> <li>• One learns to appreciate the value of money.</li> <li>• One is more independent.</li> <li>• One learns how to budget/ (best) spend one's money/ divide one's money up.</li> </ul> <p><b>(Any 3 from 5)</b></p>	3	

Question		Expected Answer (s)	Max Mark	Unacceptable answers
(c)	(i)	<ul style="list-style-type: none"> <li>• The family taught him (at an early stage) to be careful with money.</li> <li>• He did not get pocket money (for a long time).</li> <li>• When he wanted money, he had to help his parents/ do housework for it.</li> </ul> <p><b>(Any 2 from 3)</b></p>	2	
	(ii)	<ul style="list-style-type: none"> <li>• To differentiate between what he really needs for life</li> <li>• What <u>he wants but does not need</u></li> </ul>	2	What is important
	(d)	<ul style="list-style-type: none"> <li>• It would be sheer horror.</li> <li>• She could not sleep at night.</li> <li>• She would (constantly) think how to escape/get out of this situation.</li> </ul> <p><b>(Any 2 from 3)</b></p>	2	Would not know how to get out of it

Question	Expected Answer (s)	Max Mark	Unacceptable answers
(e)	<ul style="list-style-type: none"> <li>• He is <u>careful</u> with money/He plans his expenses <u>carefully</u>.</li> <li>• He saves money <u>every</u> month (from his job in the supermarket).</li> <li>• He does not have a credit card.</li> <li>• He buys clothes online/on the Internet/on eBay.</li> <li>• He goes to a second hand shop for students.</li> <li>• He uses his staff discount in the supermarket/He shops in the supermarket and pays 10% less because he works there.</li> </ul> <p><b>(Any 4 from 6)</b></p>	4	Clothes in a student shop
(f)	<ul style="list-style-type: none"> <li>• She <u>only</u> gets €10 per hour.</li> <li>• (Some) pupils are not interested in learning/in school.</li> <li>• She does not get money/paid during the holidays/ would be able to earn money in the holidays</li> </ul> <p><b>(Any 2 from 3)</b></p>	2	

## General Marking Principles for Advanced Higher German: 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) 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.
- (d) 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
- (e) 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
- (f) 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.
- (g) Markers can award the highest pegged mark (40) for writing even if there are minor errors. These should not detract from the overall impression.
- (h) 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 - 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>
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>

Mark	Content	Accuracy	Language resource: variety, range, structures
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 mother tongue interference and serious dictionary misuse</li> </ul>
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 mother tongue 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 MARKING INSTRUCTIONS]