



National  
Qualifications  
EXEMPLAR PAPER ONLY

**EP16/AH/02**

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

**You may use a German 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 6 A H 0 2 \*

## SECTION 1 — LISTENING — 30 marks

Attempt ALL questions

## Item 1

Listen to this item about cyber bullying in Germany and then answer, **in English**, the questions given.

- (a) The speaker begins by defining cyber bullying.
- (i) What definition does the speaker give? State **any two** things. 2
- (ii) What forms does this bullying take? 2
- (b) Cyber bullies often act anonymously. What does this mean for the victim? 1
- (c) Why is cyber bullying particularly relevant to young people? 2
- (d) The speaker mentions the results of a study.
- (i) What proportion of 12 to 19-year-olds in Germany use social networking sites regularly? 1
- (ii) What proportion of young people are either cyber bullies or victims of cyber bullying? 1
- (e) This listening text is about cyber bullying. What is the speaker's overall purpose in talking about this subject? 1

Choose from **one** of the following options:

|   |  |
|---|--|
| 1 | To persuade us that cyber bullying can affect anybody at any time.           |
| 2 | To complain about the popularity of digital media among young people.        |
| 3 | To highlight that cyber bullying is a widespread problem among young people. |

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

## Item 2

Listen to the discussion between Anne and Stefan about the problem of cyber bullying in Germany and then answer, **in English**, the questions given.

- |   |   |
|---|---|
| (a) Why does Anne consider cyber bullying to be a serious problem?  | 2 |
| (b) The next part of the discussion is about the differences between cyber bullying and more traditional forms of bullying.       |   |
| (i) Why does Anne think cyber bullying is more intense?   | 2 |
| (ii) Stefan talks about offensive material being posted online. Why does he think this is a problem? State <b>any two</b> things. | 2 |
| (iii) Anne mentions that cyber bullies can act anonymously. Why does this make cyber bullying worse?                              | 1 |
| (c) Stefan talks about the effects cyber bullying can have on the victims. What effects does he mention?                          | 2 |
| (d) Anne says adults are often unable to help victims of cyber bullying. What reasons does she give for this?                     | 2 |
| (e) Anne mentions the popularity of the Internet among young people.  |   |
| (i) What fact does she use to illustrate this popularity? State <b>any two</b> things.  | 2 |
| (ii) What does she think teachers and parents should do in response to this popularity?   | 2 |
| (f) According to Stefan, what should schools be doing to prevent cyber bullying?  | 3 |
| (g) What does Anne say in conclusion about bullying on the Internet?  | 2 |

## SECTION 2 — DISCURSIVE WRITING — 40 marks

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

**3. Society**

„Das Internet ist eine rein positive Erfindung.“

**4. Learning**

„Man sollte Studiengebühren in allen Ländern der Europäischen Union abschaffen.“

**5. Employability**

„Mit Fremdsprachenkenntnissen hat man auf dem Arbeitsmarkt viel bessere Chancen.“

**6. Culture**

„Gegenseitiges Verständnis der Kulturen ist der Schlüssel zum Kampf gegen Rassismus.“

[END OF EXEMPLAR QUESTION PAPER]



National  
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EXEMPLAR PAPER ONLY

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**EP16/AH/12**

**German  
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 6 A H 1 2 \*



## Transcript — Advanced Higher

### Instructions to reader(s):

For each item, read the English **once**, then read the German **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 about cyber bullying in Germany and then answer, **in English**, the questions given.

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

**(m/f)** Unter dem Begriff Cyber-Mobbing versteht man das absichtliche und gezielte Schikanieren eines Menschen in den neuen Medien — meist über einen längeren Zeitraum.

Das Problem ist inzwischen weit verbreitet und findet meistens im Internet statt, zum Beispiel, durch E-Mails, Videos auf Portalen, oder in sozialen Netzwerken. Aber auch per Handy kann gemobbt werden, etwa durch lästige SMS oder Anrufe.

Bei Cyber-Mobbing handelt der Täter — den man auch Bully nennt — anonym, so dass das Opfer nicht weiß, von wem die Angriffe kommen. Das macht es dem Opfer natürlich sehr schwer, sich gegen solche Angriffe zu wehren.

Da Cyber-Mobbing ein relativ junges Phänomen ist, gibt es erst wenige wissenschaftliche Studien, die das Ausmaß des Problems beschreiben. Jedoch ist klar, dass dieses Phänomen vor allem in Zusammenhang mit Schülern und Jugendlichen an Bedeutung gewinnt, denn unbestritten ist die Tatsache, dass die virtuelle Welt des Internets für Jugendliche zum Alltag und zum Bestandteil ihres Lebens geworden ist: Freundschaften und Beziehungen werden heutzutage selbstverständlich übers Internet und übers Handy geschlossen und gepflegt.

Laut den Ergebnissen einer Studie benutzen bereits mehr als zwei Drittel aller Zwölf- bis Neunzehnjährigen in Deutschland täglich oder mehrmals wöchentlich soziale Netzwerke. Rund zwanzig Prozent aller Jugendlichen sollen an Cyber-Mobbing beteiligt sein, entweder als Täter oder als Opfer.

*(3 minutes)*

**(t) Item 2**

Listen to the discussion between Anne (female) and Stefan (male) about the problem of cyber bullying in Germany and then answer, **in English**, the questions given.

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

- (m)** Sag mal Anne. Was ist deine Meinung zum Cyber-Mobbing? Für wie groß hältst du eigentlich das Problem?
- (f)** Also ehrlich gesagt halte ich das für ein sehr ernstes Problem. Erstens weil es vor allem junge Leute betrifft, aber auch weil es äußerst schwierig ist, wirksam dagegen zu handeln.
- (m)** Aber Mobbing hat es eigentlich immer gegeben, oder? Besonders in der Schule. Was ist das Besondere an Cyber-Mobbing?
- (f)** Klar ist Mobbing an sich keine neue Erscheinung, aber ich glaube, Cyber-Mobbing unterscheidet sich deutlich vom „einfachen“ Mobbing. Zum Beispiel können Cyber-Bullies ihre Opfer rund um die Uhr über das Internet oder das Handy angreifen. Das heißt, sogar das eigene Schlafzimmer schützt die Opfer nicht vor Mobbing-Attacken nach der Schule, und das macht es meiner Meinung nach viel intensiver.
- (m)** Ja, das stimmt. Außerdem verbreiten sich die verletzenden Worte oder Bilder extrem schnell. Sobald sie online sind, sind sie kaum mehr zu kontrollieren, da das Internet so öffentlich ist. Bei Cyber-Mobbing ist das potentielle Publikum also unüberschaubar groß, auf jeden Fall viel größer als bei Mobbing auf dem Schulhof.
- (f)** Ganz genau, und so werden die Schnelligkeit und die Zugänglichkeit des Internets, die auf der einen Seite zu dessen wichtigsten Vorteilen zählen, auf einmal zu großen Nachteilen. Aber für mich ist das Allerschlimmste, dass die Cyber-Bullies anonym agieren können; denn nicht zu wissen, wer der Täter ist, kann die Angst und Verunsicherung des Opfers nur verschärfen. Es weiß nicht, von wem es schikaniert wird.
- (m)** Ja, und man darf die Wirkung von Cyber-Mobbing nicht unterschätzen, von den schweren psychischen Folgen bis hin zum Selbstmord in den extremsten Fällen. So etwas sorgt natürlich für immer mehr Schlagzeilen und den Ruf nach Gegenmaßnahmen. Wie sollte man dieses Problem deiner Meinung nach angehen?
- (f)** Tja, gute Frage! Leider sind Erwachsene oft nicht in der Lage, den Opfern von Cyber-Mobbing zu helfen, da sie sich in der Cyberwelt einfach nicht genügend auskennen; sie scheint ihnen irgendwie unwirklich und fremd. Aber wie wir wissen sind die Folgen real. Ich meine, neulich gelesen zu haben, dass der Anteil der Jugendlichen, die einen eigenen Computer besitzen, inzwischen deutlich höher ist als der derjenigen mit einem eigenen Fernseher. Keine Frage, das Medium Internet ist bei Jugendlichen sehr beliebt. Deswegen sollten sich Lehrer und Eltern mit ihm vertraut machen, sich über Trends informieren und so gut es geht auf dem Laufenden bleiben.
- (m)** Ja, das wäre auf jeden Fall sinnvoll, aber präventive Maßnahmen halte ich für genauso wichtig, besonders in Schulen. Durch Projektstage zum Beispiel könnte Schülern vermittelt werden, welche Folgen Cyber-Mobbing haben kann. Außerdem müssten Lehrer ein Gespür für Mobbing und den Zusammenhang mit Cyber-Mobbing entwickeln, denn ich kann mir vorstellen, dass Mobbing auf dem Schulhof sich häufig mit Mobbing im Internet überlappt, also dass Cyber-Mobbing in vielen Fällen auf die Fortsetzung der Angriffe und Schikanen in der Schule hinausläuft.

- (f) Ja, und Mobbing im Netz tut sicherlich mindestens genauso weh wie im Unterricht oder auf dem Schulhof.
- (t) End of recording.

[END OF EXEMPLAR TRANSCRIPT]



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**EP16/AH/02**

**German  
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 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) 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 the candidate chooses two or more responses 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  |  |
|----------|--|---|----------|--|--|
| a        | i  | <ul style="list-style-type: none"> <li>it is deliberate</li> <li>it is targeted</li> <li>it is (mostly) over a period of time</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> |  |
| a        | ii   | <ul style="list-style-type: none"> <li>mostly on the Internet (eg e-mail, online videos, social networks)</li> <li>but even/also through mobile phone (eg nuisance texts or calls)</li> </ul>   | 2        |  |  |
| b        |  | <ul style="list-style-type: none"> <li>it makes it hard to defend/to protect themselves (against the attacks)/to act against the attacks/to be able to fight back/to do anything against it</li> </ul>  | 1        |  |  |
| c        |  | <ul style="list-style-type: none"> <li>(virtual world of) the Internet is part of everyday life/essential component/element of life (of young people)</li> <li>friendships and relationships formed/built (and fostered/cultivated) via the Internet and mobiles (naturally/as a matter of course)</li> </ul> | 2        |  |  |
| d        | i  | <ul style="list-style-type: none"> <li>more than/over two thirds</li> </ul>   | 1        |  |  |
| d        | ii   | <ul style="list-style-type: none"> <li>approximately/roughly/around 20%</li> </ul>  | 1        |  |  |
| e        |  | <p>Accept either the correct number or the correct statement or both if both are correct.</p> <table border="1" style="margin-left: 20px;"> <tr> <td style="text-align: center; width: 20px;">3</td> <td>To highlight that cyber bullying is a widespread problem among young people.</td> </tr> </table>     | 3        |  | To highlight that cyber bullying is a widespread problem among young people. |
| 3        | To highlight that cyber bullying is a widespread problem among young people. |   |          |  |  |

Item 2

| Question |     | Expected Answer(s)  | Max mark | Additional Guidance  |
|----------|-----|---|----------|--|
| a        |     | <ul style="list-style-type: none"> <li>because it concerns/affects young people (above all)</li> <li>because it is (extremely) difficult to act/fight against/deal with/tackle/combat it (effectively)</li> </ul>   | 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        | i   | <ul style="list-style-type: none"> <li>(cyber bullies can attack their victims) round the clock/at any time/after school/all day</li> <li>victims are not even protected from bullying/attacks at home/in their own (bed)room/victims are even susceptible to bullying/attacks at home/within their own four walls/victims never safe/no escape</li> </ul>  | 2        |  |
| b        | ii  | <ul style="list-style-type: none"> <li>it cannot/can hardly be controlled/monitored</li> <li>(words/pictures/material) spreads quickly</li> </ul> <p><i>Any one of the above two points for a maximum of 1 mark</i></p> <ul style="list-style-type: none"> <li>(because) the Internet is so public</li> <li>everyone/anyone can access it; easy to access (it)</li> <li>potential audience is very/extremely/inestimably big/ bigger than in school/the playground; more people can see it</li> </ul> <p><i>Any one of the above three points for a maximum of 1 mark</i></p> | 2        |  |
| b        | iii | <ul style="list-style-type: none"> <li>because it increases/intensifies the fear/insecurity/uncertainty of the victim/causes more fear</li> </ul>   | 1        |  |
| c        |     | <ul style="list-style-type: none"> <li>(serious) emotional/mental/psychological (consequences/problems)</li> <li>in extreme cases, suicide</li> </ul>   | 2        |  |

| Question |    | Expected Answer(s)   | Max mark | Additional Guidance |
|----------|----|--|----------|---------------------|
| d        |    | <ul style="list-style-type: none"> <li>they don't know (enough) about/understand/are not familiar with/used to the cyber/virtual world/(world of) IT/computers/the Internet/technology/not as good at using the Internet/not part of the cyber world</li> <li>it (somehow) seems/appears unreal/alien/foreign/strange/weird (to them)/it does not seem real to them</li> </ul> | 2        |                     |
| e        | i  | <ul style="list-style-type: none"> <li>more (young people) have their own/a computer</li> <li>than have their own/a TV/television</li> <li>(young people are more likely to have a PC than a TV = 2 marks)</li> </ul> <p><i>Any two of the above points for a maximum of 2 marks</i></p>   | 2        |                     |
| e        | ii | <ul style="list-style-type: none"> <li>familiarise themselves with/learn/educate/inform themselves about/get used to the (medium of the) Internet;</li> <li>inform themselves/get information about trends/stay (as) up-to-date (as possible)/stay on the ball</li> </ul>  | 2        |                     |
| f        |    | <ul style="list-style-type: none"> <li>(use/organise) project(s) (days)/a cyber bullying day(s)</li> <li>convey/get over to pupils/teach/tell pupils about the (possible/potential) consequences/effects/results of cyber bullying</li> <li>develop (in pupils) a feeling/understanding for the connection between bullying and cyber bullying</li> </ul>                      | 3        |                     |
| g        |    | <ul style="list-style-type: none"> <li>that it hurts/offends at least as much/that it is just as bad/serious</li> <li>as bullying at school/in class/in the playground</li> </ul>  | 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) 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:<br>variety, range, structures   |
|----------------|---|--|--|
| 40<br>or<br>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<br>or<br>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:<br>variety, range, structures   |
|----------------|---|---|--|
| 24<br>or<br>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<br>or<br>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:<br>variety, range, structures   |
|--------------|--|--|--|
| 8<br>or<br>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> |
| 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]