



**2014 Spanish**

**Higher – Reading and Directed Writing**

**Finalised Marking Instructions**

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## **Part One: General Marking Principles for Spanish Higher Reading and 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 ie, marks should be awarded for what is correct and not deducted for errors or omissions.

### **GENERAL MARKING ADVICE: Spanish Higher Reading and 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 points 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		Answer	Max Mark	Additional Acceptable Answers	Unacceptable answers
1.		<ul style="list-style-type: none"> <li>there are 30,000 per month</li> <li>increasing by 50% on last year</li> <li>(more than) half a million could be affected this year</li> </ul> <p style="text-align: right;"><b>(Any 2 from 3)</b></p>	<b>2</b>	<p>30,000 have been affected per month</p> <p>each month</p> <p>the statistic has grown by 50% since last year</p> <p>has increased by 50% since last year</p> <p>compared with previous year ERE is growing 50%</p> <p>it can exceed half million will be affected</p>	<p>wrong number</p> <p>This month</p> <p>increased by 50% last year</p> <p>have been affected</p>

Question		Answer	Max Mark	Additional Acceptable Answers	Unacceptable answers
2	a	<ul style="list-style-type: none"> <li>secure/safe (in their posts)</li> <li>they never thought that they could end up in the street</li> </ul>	2	<p>they felt their positions were secure</p> <p>never thought they would be left on street</p> <p>never thought they would be on the street</p> <p>never thought they would be kicked out/forced out.....</p>	<p>they were certain in their jobs</p> <p>sit certain/safe in their jobs</p> <p>they might have to stay on the street</p> <p>never thought they would be made redundant</p> <p>none of them thought they would lose their jobs</p> <p>...they would be fired</p>
2	b	<ul style="list-style-type: none"> <li>that they have been with the (same) company for (many) years</li> </ul>	1	<p>they had worked in the business many years</p> <p>they had been in the company ....</p>	<p>they had been in the same job for many years</p> <p>they had been in the same industry.....</p>

Question		Answer	Max Mark	Additional Acceptable Answers	Unacceptable answers
3	a	<ul style="list-style-type: none"> <li>it affected her state of mind</li> <li>harmed her health</li> <li>it had repercussions on her relationship with her daughters/children</li> </ul> <p style="text-align: right;"><b>(Any 2 from 3)</b></p>	2	it had affected her spirits it was affecting her emotional state it was affecting my state of mind it affected her mood it affected her mental state Damaged/affected her health	it affected her mind it affected her soul it affected her courage/self-esteem She became ill it ruined her relationship with her daughters sons
3	b	<ul style="list-style-type: none"> <li>(she knows) they tried everything to save the factory</li> </ul>	1	they did their (very) best to save the factory they did all they could	they tried to save the company they intended to save the whole factory they would try everything to save the factory he tried everything to save the factory

Question		Answer	Max Mark	Additional Acceptable Answers	Unacceptable answers
4	a	<ul style="list-style-type: none"> <li>that she had lost quality of life (due to long hours)</li> </ul>	1	<p>That she lost quality of life</p> <p>.....she was losing quality of life</p> <p>.....she would lose quality of life</p> <p>her life had lost quality</p>	...she lost quality time
4	b	<ul style="list-style-type: none"> <li>she has no doubts because she has something of her own/that belongs to her</li> <li>she is happy in that her only boss is the customer</li> </ul>	2	<p>....she has something that is hers</p> <p>.....she has something that was hers</p> <p>...she doesn't doubt any more....</p> <p>....she has no regrets because....</p> <p>she is pleased/content/ satisfied that.....</p> <p>she is pleased that her only boss is her customer</p>	<p>she has something of her own <b>(without mention of doubts)</b></p> <p>she is her own boss</p> <p>she is the only boss</p> <p>she is happy</p> <p>her unique boss is her customer</p> <p>her only boss is a customer</p>

Question		Answer	Max Mark	Additional Acceptable Answers	Unacceptable answers
5	a	<ul style="list-style-type: none"> <li>he bought a baker's shop (that was closing)</li> </ul>	1	to buy a baker's he bought a bread shop	to work in a baker's shop to open up a bakery to become a baker a job in a baker's
5	b	<ul style="list-style-type: none"> <li>fight for survival</li> <li>(seeing) the hardships of wife <u>and</u> children (brought out the best in him)</li> </ul>	2	the struggle for survival seeing the struggles of his wife and kids watching his wife and children going through hardship seeing the predicament his wife and children were in	to survive/survival watching his wife and children go through a bad patch ...embarrassment/ wants.../troubles/bad spell..... to see the hardship his children and wife get the better of him

Question		Answer	Max Mark	Additional Acceptable Answers	Unacceptable answers
5	c	<ul style="list-style-type: none"> <li>having a clear head/ having his head clear</li> <li>knowing you're getting up for work</li> </ul> <p style="text-align: right;"><b>(Any 1 from 2)</b></p>	1	just to have his head clear he has a clear head he has a clear mind it has allowed him to clear his head he knows he is waking up to go to work he wakes up to a job	he clears his head when he's alone he has a clear head he has a clear conscience getting up to wash to go to work knowing you are going to work
6		<ul style="list-style-type: none"> <li>he saw it coming</li> <li>he had his future planned</li> </ul> <p style="text-align: right;"><b>(Any 1 from 2)</b></p>	1	it has been coming for a while he knew it would come it was always going to happen he had a (perfect) plan for the future he has planned his future	

Question		Answer	Max Mark	Additional Acceptable Answers	Unacceptable answers
7	a	<ul style="list-style-type: none"> <li>• 20 years doing the same job</li> <li>• the same movements hundreds of times each day</li> <li>• he was like a robot</li> </ul> <p style="text-align: right;"><b>(Any 2 from 3)</b></p>	2	<p>he did/had the same work....</p> <p>he spent 20 years in the same job</p> <p>he spent 20 years in that job</p> <p>doing the same motions.....</p> <p>it was like a robot</p> <p>felt like a robot</p>	<p>he worked there for 20 years</p> <p>he spent 20 years working there</p> <p>he did the same thing every day</p> <p>the same thing hundreds of times a day</p> <p>doing the same hundreds of movements every day</p> <p>I was a robot</p> <p>he was a robot</p>

Question		Answer	Max Mark	Additional Acceptable Answers	Unacceptable answers
7	b	<ul style="list-style-type: none"> <li>he can see life passing by in the street</li> <li>before/in the factory/in his previous job he could only see time passing</li> </ul>	2	<p>he sees the world pass in the streets</p> <p>he only watches the time go by</p> <p>he only watches the time</p>	<p>he sees/watches the life pass in the streets</p> <p>he can see life in the streets</p> <p>he sees the passing in the street</p> <p>he can see life happen</p> <p>he gets to see life outside</p> <p>in the factory alone he watched time pass</p>
		<b>Total</b>	<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.

<b>Category</b>	<b>Mark</b>	<b>Description</b>
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.

8. Translate into English:

“Me puse a buscar . . . con respeto a un trabajo”. (lines 50–55)

**Unit 1**

TEXT	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
<p><b><u>Sense Groups</u></b></p> <p>“Me puse a buscar trabajo,</p>	<p><b>I started to look for work</b></p> <p>I started looking for work/a job</p> <p>I began to look for work</p> <p>I began looking for work</p> <p>I began to search for work</p> <p>I began searching for work</p>	<p>I set out to look for work/ find a job</p>	<p>I set to look for work</p> <p>I pushed myself to look for work</p> <p>I put myself to look for work</p> <p>I sent myself to look for work</p> <p>I went to search for work</p> <p>I came to look for work</p> <p>I had to look for work</p> <p>wrong tense (eg I had been looking for a job)</p> <p>wrong person (eg he started to look for work)</p>

## Unit 2

TEXT	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
pero desgraciadamente sin éxito	but unfortunately without success  but I didn't have any success  but I was not successful  but I was unsuccessful  but I had no success  but I did not succeed	....it was unsuccessful  ....there was no success  ....no/without result  ....I had no luck  ..unluckily.....	I have been unlucky  I have been without success  .....without results  ....none existed  ....no outcome

## Unit 3

TEXT	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
Pasaban los meses.	(The) months passed/went by  Months went past  The months would pass	A few months passed  Months past  Months were passing  This went on for months	Months have passed       <u>wrong person</u> (he/I spent months)

## Unit 4

TEXT	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
<b>Hice un curso de instalación de alarmas y otro de informática</b>	<b>I did a course on installing alarms and another on computing</b>  I did/I took a course... <ul style="list-style-type: none"><li>- on fitting alarms</li><li>- on alarm installation</li><li>- in alarm installation</li><li>- and another in IT</li><li>- and another in computer science</li></ul>	I did a course of alarms installation  I did a class.....  I done a course .....  ... installation of alarms	there was a course on installing alarms  I did a year .....  ....an installation course on alarms  I had a course in installing alarms  ....setting up alarms  ....on the fittings of alarms  ....and others on computing  ....other computer science  ...and other technology

**Unit 5**

<b>TEXT</b>	<b>GOOD 2 marks</b>	<b>SATISFACTORY 1 mark</b>	<b>UNSATISFACTORY 0 marks</b>
<b>pero no hubo absolutamente nada con respeto a un trabajo”.</b>	<b>but there was absolutely nothing/ nothing at all as far as a job/work was concerned</b>  absolutely nothing came up  ....regarding a job  ..... in the way of a job  .... by way of a job	    ....in respect of a job  ....with respect to a job	I had absolutely nothing...  it had absolutely nothing...  ....to help him get a job  ....with respect for a job  ....respects to a job

## 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 (ie 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 co-ordinating 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 co-ordinating 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, eg 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”, eg The boss was helpful.</li> <li>• The candidate has a weak knowledge of plurals.</li> <li>• There may be several spelling errors, eg 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 (ie 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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**Part Two: Marking Instructions for each Question**

Question		Answer(s)	Max Mark	Additional acceptable answers	Unacceptable answers
1	a	<ul style="list-style-type: none"> <li>• Goes to cinema</li> <li>• Goes shopping</li> <li>• Goes to disco</li> </ul> <p style="text-align: right;"><b>(Any 2 from 3)</b></p>	1	<p>Pictures/movies</p> <p>clubbing</p>	Goes to a club
1	b	<ul style="list-style-type: none"> <li>• Rent a film</li> <li>• Watch it at home with pizza / popcorn</li> </ul>	2	<p>Get out a DVD</p> <p>Get a film to watch</p> <p>Hire a movie</p> <p>Rent a film</p> <p>Watch it at one of their houses</p> <p>Watch it in the house</p>	<p>They like to watch a film</p> <p>Go out to watch a movie</p>

Question		Answer(s)	Max Mark	Additional acceptable answers	Unacceptable answers
2	a	<ul style="list-style-type: none"> <li>They are with you in the good times and the bad</li> </ul>	1	To have a companion in good and bad times To have (people) in good and bad times/moments They share the worst and best moments	It's good to have someone when you have bad times
2	b	<ul style="list-style-type: none"> <li>She can't imagine it</li> <li>She would go mad</li> </ul> <p style="text-align: right;"><b>(Any 1 from 2)</b></p>	1	Hard/difficult to imagine Impossible to imagine Its unimaginable  She would go crazy etc. It would make her go mad	It is impossible. Impossible to live without friends  Her life would be mad Her life would be turned upside down It would be crazy Not having someone to talk to drives you crazy

Question		Answer(s)	Max Mark	Additional acceptable answers	Unacceptable answers
3	a	<ul style="list-style-type: none"> <li>• Quite serious</li> <li>• Has a heart of gold</li> </ul> <p style="text-align: right;"><b>(Any 1 from 2)</b></p>	1	Pretty/rather/a bit serious  He has a good/big heart He is kind-hearted	He is serious/very serious  He is generous
3	b	<ul style="list-style-type: none"> <li>• He's the most understanding person (she has ever known)</li> <li>• She can trust him completely</li> <li>• He knows how to keep a secret</li> </ul> <p style="text-align: right;"><b>(Any 2 from 3)</b></p>	2	He is very understanding      He is very trustworthy  She can confide in him.....  She has total confidence in him  He is good at keeping secrets  He can keep a secret  He keeps secrets	He's an understanding person He's more understanding  He is the most comprehensive person she knows  He is understandable   He confides in her  They trust each other.  They share their secrets with each other

Question		Answer(s)	Max Mark	Additional acceptable answers	Unacceptable answers
4	a	<ul style="list-style-type: none"> <li>• Very funny/good fun</li> <li>• Good sense of humour</li> <li>• Spends all day telling jokes</li> </ul> <p style="text-align: right;"><b>(Any 2 from 3)</b></p>	2	<p>Really amusing</p> <p>Always tells jokes</p> <p>Always tells funny stories</p> <p>Tells funny stories all the time</p>	<p>Funny</p> <p>Has good humour sensitive</p> <p>Tells jokes</p> <p>Always jokes</p>
4	b	<ul style="list-style-type: none"> <li>• She has (very) good taste in clothes</li> <li>• She is a (bit of a/real) fashion expert</li> </ul> <p style="text-align: right;"><b>(Any 1 from 2)</b></p>	1	<p>She has a good taste in fashion</p> <p>She has good style in clothes</p> <p>She has a good eye for clothes</p> <p>She has good fashion sense</p> <p>She is an expert in/on fashion</p>	<p>She has good taste</p> <p>She likes nice clothes</p> <p>She likes to buy clothes</p> <p>She's good at picking clothes</p> <p>She is fashionable</p> <p>She is interested in fashion</p>

Question		Answer(s)	Max Mark	Additional acceptable answers	Unacceptable answers
5		<ul style="list-style-type: none"> <li>• He always talked about football</li> <li>• He was a know-all</li> <li>• They argued all day</li> </ul> <p style="text-align: right;"><b>(Any 2 from 3)</b></p>	2	<p>He thought he knew everything</p> <p>They were arguing all the time</p> <p>They were always arguing</p> <p>They argued every day</p> <p>They fought/quarrelled all day</p>	<p>They argued a lot</p> <p>He always argued (with her)</p>

Question		Answer(s)	Max Mark	Additional acceptable answers	Unacceptable answers
6	a	<ul style="list-style-type: none"> <li>Sincerity</li> </ul>	1	That they are (the friend is) sincere	They are trustworthy Loyalty/trust They are always truthful
6	b	<ul style="list-style-type: none"> <li>That they/friends tell you what they (really) think</li> <li>That they/friends (always) tell the truth</li> </ul> <p style="text-align: right;"><b>(Any 1 from 2)</b></p>	1	They tell you what they are really feeling  To be honest with you Be truthful with each other You tell each other the truth Telling the truth	They tell you what they think of you
7		<ul style="list-style-type: none"> <li>A trip to Ireland</li> </ul>	1	A holiday to Ireland Travel to Ireland	Orlando/other destination

Question		Answer(s)	Max Mark	Additional acceptable answers	Unacceptable answers
8		<ul style="list-style-type: none"> <li>• They have long lists of friends</li> <li>• They only really know a few of them</li> <li>• It's not a true friendship</li> </ul> <p style="text-align: right;"><b>(Any 2 from 3)</b></p>	2	<p>They have lists of friends</p> <p>They have lots of friends</p> <p>They have lots of people in their friends list</p> <p>They have endless amounts of friends</p> <p>They only actually know a few of them</p> <p>They are not their real friends</p>	<p>Very few friends really/in reality they know only a few people</p> <p>They only know a few people in real life</p>
9		<ul style="list-style-type: none"> <li>• It's a useful way to communicate</li> <li>• She prefers to get to know people face to face/meet/talk to real people</li> </ul>	2	<p>It is useful/helpful/practical for communicating</p> <p>She would rather know/speak to/see people in person</p> <p>She prefers people face to face</p>	<p>It is very useful</p> <p>It's a good way to communicate</p> <p>In reality</p>

## 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 eg 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” eg. My friend is reliable.</li> <li>• The candidate has a weak knowledge of plurals.</li> <li>• There may be several spelling errors eg reversal of vowel combinations.</li> </ul>

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
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, eg 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]