



**2015 German**

**Higher – Reading and Directed Writing**

**Finalised Marking Instructions**

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## **Part One: General Marking Principles for German–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: German–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		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
1.		<ul style="list-style-type: none"> <li>• She greets almost/nearly/just about everyone/every camper by name</li> <li>• Both long-term/permanent residents/those staying for the duration and those staying just one night/No matter how long they are staying/Whether they are staying one night or longer</li> <li>• She (often) stops for a little/brief/quick chat/She will have/ has little chats with them/She will make/makes small talk with them</li> </ul> <p style="text-align: right;"><b>(Any 2 from 3)</b></p>	<b>2</b>	<p>She greets everyone with her name</p> <p>Regular campers Duration campers</p>	
2.	(a)	<ul style="list-style-type: none"> <li>• She could not imagine/think about/of living in the country/on the land/She thought it inconceivable/unthinkable/unimaginable/incomprehensible to live in the country/<u>At first</u> she was unwilling to stay in the country</li> <li>• She was prepared/willing/agreeable/ready to/would stay for 6 months/half a year max/and no more/to temporarily run the campsite no longer than 6 months/but only half a year</li> </ul>	<b>2</b>	<p>She could not imagine living <u>there</u></p> <p>She did not want to stay there half a year/She was no longer prepared to stay there half a year/ She was not ready to stay for 6 months/She was not ready to stay half a year longer</p>	<p>She did not want to move to the country/ She was unconvinced about living in the countryside</p>

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
2.	(b)	<ul style="list-style-type: none"> <li>• She lived (in Cologne) with her 9 month old son/She has/had a 9 month old son</li> <li>• Had finished/completed/done her training/was qualified as a nursery/kindergarten nurse/as a teacher/educator/She had completed teacher training</li> <li>• Was dreaming/Had dreams of <u>opening</u>/One day she hoped to <u>open</u> a kindergarten/nursery <b>(Any 2 from 3)</b></li> </ul>	2	Placement/Work experience	She was a kindergarten teacher
2.	(c)	<ul style="list-style-type: none"> <li>• He was (an NCO) in the Dutch/Netherlands/Holland army/ military</li> </ul>	1	A plumber/driver in the Dutch army The lowland army	
2.	(d)	<ul style="list-style-type: none"> <li>• (He was a) bus driver/he drove a bus</li> </ul>	1	Bus conductor	
3.		<ul style="list-style-type: none"> <li>• At the start/In its early days/In the beginning/At first/ Then/Before it was small/for (about) 100 campers/ Instead of it being small</li> <li>• Now it is for <u>more than</u> double that number/<u>more than</u> 200</li> </ul> <p><b>Alternative answers for Maximum 1 Mark</b></p> <ul style="list-style-type: none"> <li>• The campsite has doubled in size/has gone from 100 to 200 campers/takes twice as many campers as before</li> </ul>	2		The campsite has got a lot bigger

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
4.	(a)	<ul style="list-style-type: none"> <li>It was not challenging <u>enough</u>/not <u>enough</u> of a challenge/They were not challenging him <u>enough</u>/He did not feel/find it challenging/demanding <u>enough</u>/He wanted something <u>more</u> challenging</li> </ul>	1	There were not enough promotions He wanted another challenge	
4.	(b)	<ul style="list-style-type: none"> <li>To go <u>back</u> to school/college/education/He went <u>back</u> to his studies/into full-time education/He went to school <u>again</u> To train as/to become a social worker/He wanted/decided to be a social worker</li> </ul>	1	He went to school again to work as a social worker with young people	
4.	(c)	<ul style="list-style-type: none"> <li>He came (to the Nahe)/Working with/He was in charge of a group of young offenders/people/teenagers and stayed 6 weeks</li> <li>He spent the summer there <u>every year</u>/He spent <u>every</u> summer there/He used to spend his summers there</li> <li>He (had) <u>discovered/found (out)</u> the friendly/nice side/nature of the people/how friendly/nice the people were/the people were so/really friendly/nice</li> </ul> <p>NB The order in which the candidate makes these points is not important.</p>	3	He came in the summer  He discovered friendly people He made good friends with the people	

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
5.	(a)	<ul style="list-style-type: none"> <li>They were good/best friends <u>and/who</u> helped/would help/used to help each other/one another/were helpful to each other</li> <li>They were good/best friends, they helped each other</li> </ul>	1	He helped her She helped him That helped them They were good friends – that helped them come together	
5.	(b)	<ul style="list-style-type: none"> <li>He opened a (new) restaurant/started a restaurant (right) on the campsite/at the entrance to the campsite/opposite/across from the campsite/directly outside/beside/in/at/next to the campsite/He had/ran a <u>new</u> restaurant...</li> </ul>	1	He managed/directed/was the boss of	He had a restaurant
5.	(c)	<ul style="list-style-type: none"> <li>He used to find it important to/He used to want to/ Formerly/Before he wanted/needed to discover/ see/find new things/ something new</li> </ul> <p><b>PLUS</b></p> <p>Now he has seen enough/Monzingen is enough for him</p> <p><b>OR</b></p> <p>He has found a new home/he has decided/he wants to settle down/stay/Monzingen is his home</p>	1		

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
6.	(a)	<ul style="list-style-type: none"> <li>• She needs to/has to/must smell/breathe (in)/sniff/experience/enjoy/have (a taste of)/grab city air/get back to a city/smell city life <u>regularly</u></li> </ul>	1		
6.	(b)	<ul style="list-style-type: none"> <li>• Although she won't get rich there/Although she is not rich/Despite not getting rich/She may not be rich/She is not rich but</li> <li>• she is content/happy/satisfied</li> <li>• and that is not bad/a bad thing <b>(Any 2 from 3 for 1 mark)</b></li> </ul>	1	This point cannot be awarded if <b>reich</b> is given as <b>empire</b> . However, if the candidate gives the other two pieces of information as well, award 1 mark.	

## Translation into English

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

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

9. Translate into English:

Leo Hermes, ... nach *Monzingen* gekommen. (lines 10-18)

Unit 1

TEXT	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
<p><b>Leo Hermes, der ein Restaurant auf dem Campingplatz betreibt,</b></p>	<p>Leo Hermes who</p> <p>runs/manages/operates</p> <p>a restaurant</p> <p>on/at/in</p> <p>the campsite/camping site</p>	<p>Omission of <b>who</b> but with inclusion of <b>and</b> at start of Unit 2</p> <p>is running/managing/operating looks after/has/is in charge of ran/owns</p> <p>Leo Hermes, the manager/owner of</p> <p>the restaurant</p> <p>a campsite the camping ground(s)/place</p>	<p>Omission of <b>who</b> (but no <b>and</b> at start of Unit 2)</p> <p>strived for practices/practises/controls/works in/opens up/opened up/ persued/started</p> <p>the one restaurant (=der ein Restaurant)</p> <p>in the camp</p>

Unit 2

TEXT	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
<p><b>nimmt auch an den Gesprächen teil, vor allem mit holländischen Gästen.</b></p>	<p>also</p> <p>takes part in/participates in/gets involved in/joins in/partakes in/plays a part in</p> <p>the conversations</p> <p>especially/specially/above all/in particular/primarily</p> <p>with Dutch guests/visitors with guests/visitors from the Netherlands/Holland</p>	<p>took part in gets in conversation with/has a conversation with</p> <p>a/the conversation/discussions the conversing conversations (i.e. omission of <b>the</b>)</p> <p>with the Dutch guests with Holland guests</p>	<p>Omission of <b>auch</b></p> <p>took part of <b>teil</b> = shares</p> <p>had a conversation with</p> <p>Omission of <b>vor allem</b> <b>vor allem</b> = for all</p>

Unit 3

TEXT	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
<p><b>Er ist aus <i>Enschede</i> in den Niederlanden und lebt seit acht Jahren hier;</b></p>	<p>He is/comes/ is originally from Enschede in the Netherlands/in Holland</p> <p>and has lived and has been living</p> <p>here</p> <p>(for) eight years.</p>	<p>lived</p> <p>there</p> <p>He lives since eight years here.</p>	<p>out of Enschede He was born in Enschede He is Enschede in Dutch He is from the Netherlands Omission of <b>Enschede in</b></p>

**Unit 4**

TEXT	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
<p><b>Brigitte Schütt kam über 20 Jahre früher hierher, um den Campingplatz zu führen.</b></p>	<p>Brigitte Schütt came/arrived</p> <p>here</p> <p>over 20 years more than 20 years</p> <p>earlier/prior to that before that/him/before</p> <p>(in order ) to run/manage/take charge of</p> <p>the campsite/camping site.</p>	<p>come has come</p> <p>there</p> <p>previously/prior</p> <p>to lead and she runs so she can run and she has run and took charge of/ran</p>	<p>has been here went there came over here came this way</p> <p>Omission of <b>hierher</b></p> <p>Omission of <b>über</b> about</p> <p>ago/formerly</p> <p>Omission of <b>führen</b> to be the leader of</p>

**Unit 5**

<b>TEXT</b>	<b>GOOD 2 marks</b>	<b>SATISFACTORY 1 mark</b>	<b>UNSATISFACTORY 0 marks</b>
<b>Beide sind durch Zufall nach Monzingen gekommen.</b>	Both (of them)/They both/The two of them came/have come  to Monzingen  by/through chance/coincidence coincidentally.  Both through chance came to Monzingen.	came to be in Both have come Both come Both happened to come  through to Monzingen	She went/got reside Both are together Both met  from/through Monzingen  accidentally/by accident.  They both took the chance to move to Monzingen.

## 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**

**Section A**

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
1.	(a)	<ul style="list-style-type: none"> <li>To improve her English/to get better at English/to better her English</li> </ul>	1	To learn English	
1.	(b)	<ul style="list-style-type: none"> <li>She put Scotland in first place (in her application)/ Scotland/It was her first/number one choice/Scotland was her choice/First choice when applying</li> </ul>	1	Her first thought	
2.		<ul style="list-style-type: none"> <li>She wanted to see/discover/enjoy/experience/find out about the countryside/She wanted a school close to nature/She wanted to be in/among/close to nature/ She wanted a countryside school/It was her dream to experience nature/to teach at a school close to the beautiful nature in Britain/She wanted a school where she could be in connection with nature/She wanted to do things to do with nature</li> <li>(She wanted) to go walking/hiking/going for walks/ hikes/Not many places/not good for walking/hiking/ Cannot go walking/She can't go for walks as much</li> <li>(She wanted) to cycle/go cycling/biking/to ride her bike/Cannot go cycling (as much)</li> </ul> <p style="text-align: right;"><b>(Any 2 from 3)</b></p>	2	<p>She wanted to learn about nature Wildlife</p> <p>She wanted to be able to wander Wandering</p>	She was not near nature

Question			Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
3.			<ul style="list-style-type: none"> <li>Edinburgh has a lot/a huge amount to offer/There is lots to do in the city/It offers a lot/Everything you need is on your doorstep</li> <li>She can get (out) to nature/the country(side) (very) <u>quickly/easily</u>/She can <u>easily</u> travel to see the nature in Scotland/You can go out in nature <u>easily</u>/You can <u>quickly</u> reach nature/Nature is <u>so</u> close</li> </ul> <p style="text-align: right;"><b>(Any 1 from 2)</b></p>	1	<p>It has lots of places and sights She enjoys the city life Lots of opportunities</p> <p>There is still nature</p>	
4.			<ul style="list-style-type: none"> <li><u>School</u> sent/gave her an e-mail/She got an e-mail from the <u>school</u> She got the address of an estate/letting agent/a place she could contact for a flat-share</li> <li>She contacted/phoned/had to contact this person She booked/reserved/rented/had to book/reserve/rent a room/place/it (in a WG)/She emailed to make a reservation</li> </ul>	2	<p>School gave her an address</p> <p>Someone who could help</p>	

Question			Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
5.			<ul style="list-style-type: none"> <li>Well/Fine/Good/Grand/Good relationship/All good with one another/They all got on with each another/All went well</li> <li>There was never any trouble/There were never any arguments/conflicts/They do not fight/They do/did not argue with one another/No hassle/stress/strain/They never argue</li> <li>If something <u>annoyed</u> one of them, they could talk about it/They could speak to each other when they were <u>annoyed</u>/They could have a discussion with one another when they were <u>annoyed</u>/If someone got on someone else's nerves, they could talk about it</li> </ul> <p style="text-align: right;"><b>(Any 2 from 3)</b></p>	2	<p>Barely any arguments</p> <p>They talk about things that get on their nerves They could talk about problems</p>	
6.			<ul style="list-style-type: none"> <li>It was <u>completely/totally/so</u> new for them/her/It was a <u>completely</u> new experience/it was <u>totally</u> different from anything they had ever done.</li> </ul>	1	She had not done anything like it before	

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
7.	(a)	<ul style="list-style-type: none"> <li>It was difficult to agree on a time to eat/find a common meal time/They (like to) eat at different times/They did not eat at the same times Eating cultures are very different/Culture about eating is very different</li> <li>Spaniards often were cooking/made tea/were eating when she was ready to go to bed</li> <li>She/Lena usually eats at 7, the Spaniards at 10</li> </ul> <p style="text-align: right;"><b>(Any 2 from 3)</b></p>	<b>2</b>	<p>They work at different times</p> <p>The food was very different.</p> <p>...the Spaniards later</p>	
7.	(b)	<ul style="list-style-type: none"> <li>Baked/Made cake(s)</li> <li>Everyone/They made something typical of/from their home country/town/Each one cooked something from their home land/They each cook their local food/typical dishes in their countries</li> </ul>	<b>2</b>	<p>They cooked the food of one of their home countries From different places They ate food from different countries</p>	<p>They cooked national/traditional dishes for each other</p>
8.		<ul style="list-style-type: none"> <li>(She is) (much) <u>more/very</u> tolerant/respectful of other cultures being different/Respects other cultures more</li> <li>(She is) <u>more/very</u> open to/understanding of/about/accepting of other cultures/understands other cultures a lot better/has a better appreciation of other cultures</li> </ul> <p style="text-align: right;"><b>(Any 1 from 2)</b></p>	<b>1</b>	<p>More tolerable/knowledgeable</p> <p>Other countries Has a better appreciation of</p>	

Question			Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
9.			<ul style="list-style-type: none"> <li>The untidiness/mess/disorder/lack of order/ disorganisation in the flat/of the place/ Flat/House/Place was unorganised/messy etc.</li> <li>The unpunctuality/lateness of her <u>Spanish</u> flatmates/friend(s)/<u>Spanish</u> friend was not punctual/Her unpunctual <u>Spanish</u> friend/<u>Spanish</u> girls were never on time/Poor time-keeping of <u>Spanish</u> flatmate/<u>Spanish</u> friend was always late</li> </ul>	2	<p>Untidy people</p> <p>Spanish friend came in late</p>	
10.			<ul style="list-style-type: none"> <li>You experience things that will stay with you all your life/Experiences which make very good memories for the rest of your life/You have experiences you will never (want to) forget/you will always want to remember/remember for your whole life/It is a great memory, something you won't forget/She could experience an event she could remember fondly</li> <li>You can visit your flatmates in their own country/ home town/If you visit a country one of your flatmates is from, you have a contact there/You can visit each other in different countries/You can visit them when they go home</li> </ul> <p style="text-align: right;"><b>(Any 1 from 2)</b></p>	1	<p>You can experience living in other people's homeland</p>	<p>You will remember the memories for ever</p> <p>You can visit other countries to see them You can visit friends in lots of countries</p>

Question			Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
11.			<ul style="list-style-type: none"> <li>Via (short) messages/texts/Send them messages from time to time/Send texts/messages</li> <li>She is planning to fly/She is flying/going to <u>Spain</u> to <u>visit</u> them/(one of) her friends/She plans to go to <u>Spain</u> to <u>visit</u>/She plans to go to <u>Spain</u> to see one of them</li> </ul>	2	Send short letters/e-mails Over the internet	She plans to go to Spain

**Total (20)**

## 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>

What if....?	
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]