



2015 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(s)	Max Mark	Additional acceptable answers	Unacceptable
1.	(a)	<ul style="list-style-type: none"> An online community of more than 2 million hosts and travellers (from all around the world) 	1	it's a community online	an online communication wrong number ...hosts who travel the whole world ...hosts and passengers
1.	(b)	<ul style="list-style-type: none"> You can sleep on the sofa of a (new) Portuguese friend <p>NB ignore reference to day</p> <ul style="list-style-type: none"> You put up/show your city to an Australian 	2	You accommodate an Australian you lodge an Australian	you allow your Portuguese friend to sleep on your couch you teach your city you stay or show your city

Question		Answer(s)	Max Mark	Additional acceptable answers	Unacceptable
2.		<ul style="list-style-type: none"> • She has covered half the world • Slept free in tens/dozens/scores of houses • Visiting towns/cities with local friends as guides <p style="text-align: right;">(Any 2 from 3)</p>	2	<p>been to half the world travelled half the world journeyed across half the world crossed half the globe</p> <p>...in loads/lots of houses ...in umpteen houses</p> <p>...with people who are part friend, part guide ...with guide friends ...with local friends acting as guides</p>	<p>travelled through the centre of the world</p> <p>...in ten or so houses ...in more than ten houses ...living in many house</p> <p>...local friendly guides ...local tour guides as well as friends ...with friends who are local guides</p>

Question		Expected Answer(s)	Max Mark	Additional acceptable answers	Unacceptable
3.		<ul style="list-style-type: none"> System allows you to consult comments of other users Verify/check details provided NB ignore “with ease/easily” 	2	<ul style="list-style-type: none"> ...look at comments ofthe reviews of other users ...comments on other users ...check the data ...verify the facts ...check the facts out 	<ul style="list-style-type: none"> ...to comment on other users ...to consult the gossip of others ...to consult and comment on other users ...check information on facilities ...verify the dates ...verify easy information
4.		<ul style="list-style-type: none"> learn about people from different countries and cultures 	1	<ul style="list-style-type: none"> ...to meet people from different countries and cultures 	<ul style="list-style-type: none"> ...to meet people. ...to teach people... ...to help the people... ...people from distant countries and cultures ...people from distinct countries ...

Question		Expected Answer(s)	Max Mark	Additional acceptable answers	Unacceptable
5.	(a)	<ul style="list-style-type: none"> It's a good way to save You get to know/meet people It's better for the environment <p style="text-align: right;">(Any 2 from 3)</p>	2	<p>it's better for the atmosphere</p> <p>it's good for the environment</p>	<p>it's a good atmosphere</p> <p>it's the best for the atmosphere</p> <p>it is a better environment</p>
5.	(b)	<ul style="list-style-type: none"> Veteran of this form of travelling as (both) driver and passenger 	1	an old hand at	<p>veteran of this form of travelling.</p> <p>conductor</p> <p>any reference to "shape"</p> <p>like a driver</p>

Question		Expected Answer(s)	Max Mark	Additional acceptable answers	Unacceptable
6.	(a)	<ul style="list-style-type: none"> • She wouldn't do it on her own/alone 	1	she doesn't do it alone don't do it alone	you're never on your own she doesn't like doing it alone she hasn't done it alone never done it on her own
6.	(b)	<ul style="list-style-type: none"> • You can contact travelling companion in advance • The web pages give real/actual addresses of travellers 	2	you get in touch with a fellow traveller in advance ...travel partner... it allows you to contact someone to travel with in advance / beforehand.the person you are going with..... ...offer real addresses of other travellers	...contact the travel /tour company ...contact someone going on the same trip ...contact a companion on the journey you get the real directionsthe location of other travellers NB any mention of directions

Question		Expected Answer(s)	Max Mark	Additional acceptable answers	Unacceptable
7.		<ul style="list-style-type: none"> You pay a fee (for the service) Describe your house and choose dates and destination/where you want to go to Contact owners of other properties (to agree/fix up exchange) 	3	<p>there is a payment there is a membership fee</p> <p>...choose a date... they describe their house... one describes their house you describe the house...</p>	<p>there is a share there is a payshare there is a quote page</p> <p>...you find your house... ...decide on the house... ...decide on the features... it describes the house</p> <p>wait for people to contact you they put you in touch with owners of other properties you are put in contact</p>

Question		Expected Answer(s)	Max Mark	Additional acceptable answers	Unacceptable
8.	(a)	<ul style="list-style-type: none"> Looking after the house and pets of owners in their absence/ going off on holiday 	1	...of people... ...when the owners are away	...house and mascots... ...house and belongings...
8.	(b)	<ul style="list-style-type: none"> He can leave his (3) cats and dog in his own house/home in the hands of someone he can trust <p>NB ignore reference to peaceful holidays</p>	1	...cat and dog... ...with someone trustworthy / reliable	...pets... ...in a proper home ...he relies on someone to look after them
8.	(c)	<ul style="list-style-type: none"> Retired couples who (like him) love animals 	1	retired couples who are animal lovers pensioner couples who are animal lovers	retired animal lovers retired couples that look after animals a pair of retired people a pair of pensioners pairs of retired animal lovers elderly couples who are fond of animals couples of retired animal lovers

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:

“Es una experiencia..., explica Martin.” (lines 95-101)

Unit 1

TEXT	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
“Es una experiencia bastante social.	“It’s quite a social experience. “It’s quite a sociable experience	the experience is quite social it’s a very social experience it’s a sociable enough experience	It’s a social experience It’s quite a social experiment

Unit 2

TEXT	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
Normalmente vamos a buscarles al aeropuerto,	Normally we go and get them at the airport, Normally we go to meet them... ...we go and collect them...	...we go to find them at the airport ...we go to look for them..... ...we go get them at the airport ...we pick them up at the airport	Normally I go to the airport... ...we go looking at the airport. We go to search for them at the airport ...you meet them at the airport

Unit 3

TEXT	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
les invitamos a cenar y les enseñamos la zona.	we invite them to dinner and show them the area. we invite them to have dinner... ...we show them around the place.	...to eat dinner	they invite us to dinner we are invited to dinner we teach them about the area we learn about their area / zone

Unit 4

TEXT	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
A la vuelta, son ellos quienes nos preparan algo de cena	On our return, it's they who make us something for dinner When we return ... On returning / on return... ...they are the ones who prepare... ...its them that prepare something... ...it's they who prepare dinner for us	on our return, they prepare on the return / way back	In return... In turn... ...they want us to prepare dinner ...they have to prepare dinner

Unit 5

TEXT	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
y les volvemos a llevar al aeropuerto”, explica Martin.	and we take them back to the airport”, explains Martin ...explained Martin ...we return them to the airport ...we take them to the airport again	...we bring them back to the airport ...we take them back to the airport for their flight ...we take them to the airport	we return to the airport

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"> • All bullet points are covered fully, in a balanced way, including a number of complex sentences. • Some candidates may also provide additional information. • A wide range of verbs / verb forms, tenses and constructions is used. • Overall this comes over as a competent, well thought-out account of the event which reads naturally. 	<ul style="list-style-type: none"> • The candidate handles all aspects of grammar and spelling accurately, although the language may contain some minor errors or even one more serious error. • 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. 	<ul style="list-style-type: none"> • The candidate is comfortable with almost all the grammar used and generally uses a different verb or verb form in each sentence. • There is good use of a variety of tenses, adjectives, adverbs and prepositional phrases and, where appropriate, word order. • The candidate uses co-ordinating conjunctions and subordinate clauses throughout the writing. • The language flows well.
Good	12	<ul style="list-style-type: none"> • All bullet points are addressed, generally quite fully, and some complex sentences may be included. • The response to one bullet point may be thin, although other bullet points are dealt with in some detail. • The candidate uses a reasonable range of verbs / verb forms and other constructions. 	<ul style="list-style-type: none"> • The candidate generally handles verbs and other parts of speech accurately but simply. • There may be some errors in spelling, adjective endings and, where relevant, case endings. • Use of accents may be less secure. • Where the candidate is attempting to use more complex vocabulary and structures, these may be less successful, although basic structures are used accurately. • There may be minor misuse of dictionary. 	<ul style="list-style-type: none"> • There may be less variety in the verbs used. • Most of the more complex sentences use co-ordinating conjunctions, and there may also be examples of subordinating conjunctions where appropriate. • In one bullet point the language may be more basic than might otherwise be expected at this level. • Overall the writing will be competent, mainly correct, but pedestrian.

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

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

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

What if....?	
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]



2015 Spanish

Higher – Listening/Writing

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Part Two: Marking Instructions for each Question

Section A

Question		Answer	Max Mark	Additional acceptable answers	Unacceptable answers
1.	(a)	<ul style="list-style-type: none">• In northeast of (Spain)• Between Madrid and Barcelona• Grown a lot recently <p style="text-align: right;">(Any 2 from 3)</p>	2		any other point of compass
1.	(b)	<ul style="list-style-type: none">• (around) 700,000 (inhabitants)	1		any other number

Question		Answer	Max Mark	Additional acceptable answers	Unacceptable answers
2.	(a)	<ul style="list-style-type: none"> On the outskirts/suburbs 	1		outside the city near the town in the countryside far away from the main part of the city just outside the city centre
2.	(b)	<ul style="list-style-type: none"> Cars/(home/electrical) appliances/mattresses/beer <p style="text-align: right;">(Any 2 from 4 for one mark)</p>	1	household appliances domestic appliances white goods	household items electronics domestic electronics electrical equipment electric goods/products clothes/fabrics
2.	(c)	<ul style="list-style-type: none"> Main industry <p>OR</p> <ul style="list-style-type: none"> Zaragoza gets a lot of tourists each year <p style="text-align: right;">(Any 1 from 2)</p>	1	biggest industry Zaragoza gets a lot of them each year huge amount of tourists many tourists visit every year	main income / trade tourism is important most important thing very popular for tourists thousands of tourists each year it increases every year

Question		Expected Answer(s)	Max Mark	Additional acceptable answers	Unacceptable answers
3.		<ul style="list-style-type: none"> Walking their dogs (in the evening) 	1	going with their dogs	going walks. run with the dog
4.	(a)	<ul style="list-style-type: none"> It causes high levels of pollution It affects the environment <p style="text-align: right;">(Any 1 from 2)</p>	1	<p>...a lot of pollution ...high levels of contamination</p> <p>it has as effect on the atmosphere</p>	<p>it pollutes the air it causes pollution</p> <p>it ruins the atmosphere it affects the quality of life</p>
4.	(b)	<ul style="list-style-type: none"> People throwing paper/chewing gum on ground People not using bins for paper/chewing gum <p style="text-align: right;">(Any 1 from 2)</p>	1	<p>people who drop paper/gum people who litter with chewing gum/ paper chewing gum on the pavements</p>	<p>littering</p> <p>people who drop rubbish</p>
4.	(c)	<ul style="list-style-type: none"> Find work (because of the economic crisis) 	1	get a job to get work	to work get to work

Question		Expected Answer(s)	Max Mark	Additional acceptable answers	Unacceptable answers
5.	(a)	<ul style="list-style-type: none"> • Quiet • Safe • You can go out without fear <p style="text-align: right;">(Any 1 from 3)</p>	1	tranquil peaceful calm secure you can go out without worrying	
5.	(b)	<ul style="list-style-type: none"> • Two law students 	1		two students a law student law students
5.	(c)	<ul style="list-style-type: none"> • Share the same tastes/interests 	1	they have similar interests have the same likes they are interested in the same things they share a lot of interests they have many common interests	they have lots in common

Question		Expected Answer(s)	Max Mark	Additional acceptable answers	Unacceptable answers
6.		<ul style="list-style-type: none"> Helps her relax Switch off from work They talk about plans for the weekend <p style="text-align: right;">(Any 2 from 3)</p>	2	forget about work she/they can make plans for the weekend plan what to do at weekends	it's relaxing she finds it relaxing ...during the week
7.		<ul style="list-style-type: none"> Good/pleasant job which is not too complicated Good friends she doesn't want to lose <p>NB Has good job and friends (1)</p>	2	good job, not very hard good friends, doesn't want to leave them	she has friends here
8.		<ul style="list-style-type: none"> Could not get used to the cold/cold climate/rainy weather/rainy weather/climate 	1	because of the cold climate too cold to live there too wet/rainy the wet / cold weather	the weather

Question		Expected Answer(s)	Max Mark	Additional acceptable answers	Unacceptable answers
9.	(a)	<ul style="list-style-type: none"> Always things to do 	1	always something to do	lots to do always things happening
9.	(b)	<ul style="list-style-type: none"> She would get bored easily You always see the same people Older people love criticising young people <p style="text-align: right;">(Any 1 from 3)</p>	1	it would bore her quickly she gets bored easily you see the same people every day you always meet / run into	it would bore her very boring same people

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"> • The topic is covered fully, in a balanced way, including a number of complex sentences. • Some candidates may also provide additional information. • A wide range of verbs / verb forms and constructions is used. There may also be a variety of tenses. • Overall this comes over as a competent, well thought-out response to the task which reads naturally. 	<ul style="list-style-type: none"> • The candidate handles all aspects of grammar and spelling accurately, although the language may contain some minor errors or even one more serious error. • 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. 	<ul style="list-style-type: none"> • The candidate is comfortable with almost all the grammar used and generally uses a different verb or verb form in each sentence. • There is good use of a variety of tenses, adjectives, adverbs and prepositional phrases and, where appropriate, word order. • The candidate uses co-ordinating conjunctions and subordinate clauses throughout the writing. • The language flows well.
Good	8	<ul style="list-style-type: none"> • The topic is addressed, generally quite fully, and some complex sentences may be included. • The candidate uses a reasonable range of verbs / verb forms and other constructions. 	<ul style="list-style-type: none"> • The candidate generally handles verbs and other parts of speech accurately but simply. • There may be some errors in spelling, adjective endings and, where relevant, case endings. • Use of accents may be less secure. • Where the candidate is attempting to use more complex vocabulary and structures, these may be less successful, although basic structures are used accurately. • There may be minor misuse of dictionary. 	<ul style="list-style-type: none"> • There may be less variety in the verbs used. • Most of the more complex sentences use co-ordinating conjunctions, and there may also be examples of subordinating conjunctions where appropriate. • At times the language may be more basic than might otherwise be expected at this level. • Overall the writing will be competent, mainly correct, but pedestrian.

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

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Un-satisfactory	4	<ul style="list-style-type: none"> • In some cases the content may be basic. • In other cases there may be little difference in content between Satisfactory and Unsatisfactory. • 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>. • 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. • The Personal Response may be presented as a single paragraph. 	<ul style="list-style-type: none"> • Ability to form tenses is inconsistent. • In the use of the perfect tense the auxiliary verb is omitted on a number of occasions. • There may be confusion between the singular and plural form of verbs. • There are errors in many other parts of speech – gender of nouns, cases, singular / plural confusion – and in spelling and, where appropriate, word order. • Several errors are serious, perhaps showing mother tongue interference. • There may be one sentence which is not intelligible to a sympathetic native speaker. • Overall, there is more incorrect than correct. 	<ul style="list-style-type: none"> • The candidate copes mainly only with predictable language. • There is inconsistency in the use of various expressions, especially verbs. • Sentences are more basic. • An English word may appear in the writing or a word may be omitted. • There may be an example of serious dictionary misuse.

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

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]