



National  
Qualifications  
2016

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**Gaelic (Learners)  
Reading and Translation**

**Advanced Higher**

**Finalised Marking Instructions**

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## General Marking Principles for Advanced Higher Gaelic (Learners): Reading and Translation

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this paper. These principles must be read in conjunction with the detailed marking instructions, which identify the key features required in candidate responses.

- (a) Marks for each candidate response must always be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment.
- (b) Marking should always be positive, ie marks should be awarded for what is correct and not deducted for errors or omissions.
- (c) If a specific candidate response does not seem to be covered by either the principles or detailed Marking Instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader.
- (d) Award a mark to each answer. Marks are not transferable between questions.
- (e) The marks available in this paper are as follows:
  - (i) Questions 1-9 require candidates to provide answers based on comprehension of information from the text. The marks available for each question range between 1-4 marks.
  - (ii) Question 10 is the overall purpose question. For this question candidates must draw meaning from their overall understanding of the text. There is a maximum of 7 marks available for full reference to the text and detailed comment. Pegged marks of 5/3/1 are given for degrees of reference to the text and comment. 0 marks will be given where candidates show little or no inferential skills or understanding of the overall purpose of the text.
  - (iii) Question 11 is the translation. For this question candidates must translate the underlined section of the text. The section for translation will be divided into 10 sense units. For each sense unit, 2, 1 or 0 marks will be awarded: 2 marks for a full translation, 1 for partial translation, and 0 for an unsuccessful attempt.
- (f) For questions that ask candidates to 'state' or 'give', candidates must give a brief, accurate response/name.
- (g) We use the term "or any other acceptable answer" to allow for the possible variation in candidate responses. Credit should be given according to the accuracy and relevance of candidate's answers. Candidates may be awarded marks where the answer is accurate but expressed in their own words.
- (h) For live Reading Marking Instructions, there will be a process of illustrating other acceptable answers.

## Detailed Marking Instructions for each Question

### Section 1 - Reading

| Question | Expected Answer(s)   | Max Mark | Unacceptable Answers       |
|----------|--|----------|----------------------------|
| 1.       | <ul style="list-style-type: none"> <li>• 93% of adults have a mobile</li> <li>• They use their phones daily</li> </ul>   | 2        |                            |
| 2.       | <ul style="list-style-type: none"> <li>• Walking down the road/travelling on the bus</li> <li>• Talking loudly</li> <li>• Young people working their fingers hard texting</li> </ul>   | 3        |                            |
| 3.       | <ul style="list-style-type: none"> <li>• Ability to text</li> <li>• Speak to people on the phone</li> </ul>  | 2        |                            |
| 4.       | <ul style="list-style-type: none"> <li>• A really fast pace</li> </ul>   | 1        |                            |
| 5.       | <ul style="list-style-type: none"> <li>• They have to allow us to write an essay and send it by e-mail</li> <li>• They are mini computers which contain every piece of information about us</li> </ul>   | 2        | Writing and sending emails |
| 6.       | <ul style="list-style-type: none"> <li>• Apps with personal information on your phone</li> <li>• Bank details on your phone</li> <li>• If someone stole your phone, your identity is there for them</li> </ul>   | 3        |                            |
| 7.       | <ul style="list-style-type: none"> <li>• Manners</li> <li>• People don't care if they are late so long as they can send a text to explain that they are late</li> <li>• People interrupt dinner/conversations to answer their phones</li> <li>• People expect that you will have a mobile phone beside you and that you will answer at any time</li> </ul> | 4        |                            |

| Question |  | Expected Answer(s)   | Max Mark | Unacceptable Answers |
|----------|--|--|----------|----------------------|
| 8.       |  | <ul style="list-style-type: none"> <li>• 1-3 million accidents were caused by drivers using mobile phones while driving in 2011</li> <li>• According to official information if someone texts while driving their attention is off the road for five full seconds</li> <li>• It's like driving the length of a football field without looking at the road</li> <li>• It is like driving with your eyes closed</li> <li>• Some drivers put themselves and other people in danger through texting while driving</li> </ul> <p>(Any 3 from 5)</p> | 3        |                      |
| 9.       |  | <ul style="list-style-type: none"> <li>• In an emergency situation</li> <li>• It could save someone's life</li> <li>• Pay for materials</li> <li>• Reading the news</li> <li>• Remind us of friends birthdays</li> <li>• Inform us what our friends are doing</li> </ul> <p>(Any 3 from 6)</p>   | 3        |                      |

| Question | Expected Answer(s)   | Max Mark | Additional Guidance |
|----------|--|----------|---------------------|
| 10.      | <p>This is a discursive article, rather than one that argues for one side or the other.</p> <p>We know this because the writer looks at both the benefits and disadvantages of mobile phone use today.</p> <p>Examples may include:</p> <ul style="list-style-type: none"> <li>• Allows us to write essays and send by e-mail</li> <li>• Availability of Apps with examples</li> <li>• Emergency situations</li> <li>• Could save live</li> <li>• Time saving</li> <li>• Keep up to date with birthdays and friends</li> <li>• Benefits to business</li> <li>• Lives may be richer by use of mobiles</li> <li>• Pay for materials</li> <li>• Reading the news</li> <li>• Security of your personal details</li> <li>• Big effect on peoples' manners</li> <li>• Dangers of using mobile phones while driving</li> <li>• Endangering peoples' lives</li> <li>• Affects social conversation</li> </ul> | 7        |                     |

| Question              | Expected Answer(s)   | Max Mark | Unacceptable Answers   |  |              |          |                       |  |                       |   |          |  |
|-----------------------|--|----------|--|--|--------------|----------|-----------------------|--|-----------------------|---|----------|--|
|                       | <p>The benefits outweigh the disadvantages on the whole.</p> <p>The writer uses a number of rhetorical questions to emphasise what life would be like without phones.</p> <p>The writer also uses exclamation marks for emphasis.</p> <ul style="list-style-type: none"> <li>• The writer highlights how mobile phones have become part of our society</li> <li>• To reflect on the growth of the use of the mobile phone in society</li> <li>• To provide a social commentary on mobile phone use</li> <li>• To highlight the speed of change in technology</li> <li>• To comment on the change in our social behaviour/manners</li> <li>• To highlight the dangers of texting while driving</li> </ul> |          | <table border="1"> <thead> <tr> <th data-bbox="1321 328 1565 368">Pegged Marks</th> <th data-bbox="1565 328 2074 368">Criteria</th> </tr> </thead> <tbody> <tr> <td data-bbox="1321 368 1565 711" style="text-align: center;"> <b>7<br/>OR<br/>5</b> </td> <td data-bbox="1565 368 2074 711">           The candidate provides a clear, concise and reflective answer, drawing inferences that are entirely appropriate, analytical and that demonstrate a sophisticated and accurate reading of the text. The answer clearly relates to the advice given in the Expected answers column, or any other equally appropriate response.         </td> </tr> <tr> <td data-bbox="1321 711 1565 986" style="text-align: center;"> <b>3<br/>OR<br/>1</b> </td> <td data-bbox="1565 711 2074 986">           The candidate provides an answer that may contain some degree of misreading, but that offers evidence of appropriate inferencing skills. The candidate may, however, tend to supply information from the text with little attempt to draw inferences.         </td> </tr> <tr> <td data-bbox="1321 986 1565 1126" style="text-align: center;"> <b>0</b> </td> <td data-bbox="1565 986 2074 1126">           The candidate's answer simply provides information to be found in the text with no attempt to draw inferences.         </td> </tr> </tbody> </table> |  | Pegged Marks | Criteria | <b>7<br/>OR<br/>5</b> | The candidate provides a clear, concise and reflective answer, drawing inferences that are entirely appropriate, analytical and that demonstrate a sophisticated and accurate reading of the text. The answer clearly relates to the advice given in the Expected answers column, or any other equally appropriate response. | <b>3<br/>OR<br/>1</b> | The candidate provides an answer that may contain some degree of misreading, but that offers evidence of appropriate inferencing skills. The candidate may, however, tend to supply information from the text with little attempt to draw inferences. | <b>0</b> | The candidate's answer simply provides information to be found in the text with no attempt to draw inferences. |
| Pegged Marks          | Criteria   |          |  |  |              |          |                       |  |                       |   |          |  |
| <b>7<br/>OR<br/>5</b> | The candidate provides a clear, concise and reflective answer, drawing inferences that are entirely appropriate, analytical and that demonstrate a sophisticated and accurate reading of the text. The answer clearly relates to the advice given in the Expected answers column, or any other equally appropriate response.   |          |  |  |              |          |                       |  |                       |   |          |  |
| <b>3<br/>OR<br/>1</b> | The candidate provides an answer that may contain some degree of misreading, but that offers evidence of appropriate inferencing skills. The candidate may, however, tend to supply information from the text with little attempt to draw inferences.  |          |  |  |              |          |                       |  |                       |   |          |  |
| <b>0</b>              | The candidate's answer simply provides information to be found in the text with no attempt to draw inferences.   |          |  |  |              |          |                       |  |                       |   |          |  |

## Section 2 - Translation

| Question | Text  | Good - 2  | Satisfactory - 1   | Unsatisfactory - 0 |
|----------|---|---|--|--------------------|
| 11.      | <u>'S ann an 1985 a chunnaic sinn a' chiad fòn-làimhe air a chleachdadh ann am Breatann le Ernie Wise.</u>              | It was in 1985 that we saw the first mobile phone used in Britain by Ernie Wise                           | In 1985 we saw the first mobile phone.                               |                    |
|          | <u>Dh'fhàs iad fasanta anns na naochadan, nuair a chunnaic sinn Chandler anns a' phrògram 'Friends' a' stri le fear</u> | But it became fashionable in the 90s when we saw Chandler in the programme 'Friends' struggling with one. | It became fashionable in the 90s or when Chandler struggled with one |                    |
|          | <u>Tha e àraid mar a dh'fhàsas rud fasanta ma tha an duine ceart ga chleachdadh air an telebhisean.</u>                 | It's strange how something can become fashionable if the right person uses it on television               | It's strange how it's become fashionable                             |                    |
|          | <u>Goirid an dèidh sin, thòisich iad air nochdadh beag air bheag.</u>   | Shortly after that, little by little they began to appear.  | They began to appear little by little                                |                    |
|          | <u>Bha e follaiseach cho feumail 's a bhiodh iad ann an gnìomhachas cuideachd,</u>                                      | It was obvious also how useful they would be in business too  | They were useful in business   |                    |
|          | <u>agus ann an ùine ghoirid, ghabh iad àite sònraichte ann am beatha dhaoine.</u>                                       | And in a short time, they took a special place in people's lives.   | They took a place in people's lives                                  |                    |
|          | <u>Cha robh iad cho spaideil ris an fheadhainn a th' againn an-diugh ge-tà.</u>   | They weren't as smart as the ones we have today though.   | They weren't so smart  |                    |

| Question | Text   | Good - 2  | Satisfactory - 1  | Unsatisfactory - 0 |
|----------|--|---|---|--------------------|
|          | <u>Chan ann tric a bhruidhneas tu ri cuideigin aig nach eil fòn-làimhe an-diugh.</u>   | Today it is not often you will speak to someone who doesn't own a mobile phone today.                           |   |                    |
|          | <u>Tha sinn a' sùileachadh gum bi fòn-làimhe aig neach gus am faigh sinn grèim orra aig àm sam bith.</u>                         | We expect that a person will have a mobile phone so that we can contact them at any time.                       | We expect that a person will have a mobile phone<br>or<br>We can contact them at any time |                    |
|          | <u>Chan e dìreach fòn-làimhe àbhaisteach a bhios aig daoine ach rudeigin gleansach, goireasach, a tha cho daor ri fàine òir.</u> | It isn't just an ordinary phone that people have but something shiny, convenient that is as dear as a gold ring | They are as expensive as a gold ring  |                    |

[END OF MARKING INSTRUCTIONS]



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**Gaelic (Learners)  
Listening and Discursive Writing**

**Advanced Higher**

**Finalised Marking Instructions**

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## General Marking Principles for Advanced Higher Gaelic (Learners): Listening

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the Detailed Marking Instructions, which identify the key features required in candidate responses.

- (a) Marks for each candidate response must always be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) If a specific candidate response does not seem to be covered by either the principles or detailed Marking Instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader.
- (d) Award a mark to each answer. Marks are not transferable between questions and the answers for each question must come from the Item.
- (e) The marks available in this Paper are as follows:
  - (i) Questions (a) - (d) from Item 1 and all questions from Item 2 require candidates to provide answers based on comprehension of information from the passage. The marks available for each question range between 1-3 marks.
  - (ii) Question (e) from Item 1 is the overall purpose question worth 1 mark. This is always a supported question. In this paper the question is presented in the form of a grid. Where a candidate ticks two or more boxes award zero marks.
- (f) For questions that ask candidates to “state” or “give”, candidates must give a brief, accurate response/name.
- (g) The Marking Instructions indicate the essential idea that a candidate should provide for each answer. We use the term “or any other acceptable answer” to allow for the possible variation in candidate responses. Credit should be given according to the accuracy and relevance of candidate’s answers. Candidates may be awarded marks where the answer is accurate but expressed in their own words.
- (h) The utmost care must be taken when entering and totalling marks. Where appropriate, all summations for totals must be carefully checked and confirmed.

## Detailed Marking Instructions for each Question - Listening

### Item 1

| Question |     | Expected Answer (s)  | Max Mark | Unacceptable answers |
|----------|-----|--|----------|----------------------|
| 1.       | (a) | <ul style="list-style-type: none"> <li>To set up a library</li> <li>To establish a Gaelic college</li> </ul>   | 2        |                      |
|          | (b) | (i) <ul style="list-style-type: none"> <li>As more and more learners were interested in the language</li> </ul>  | 1        |                      |
|          |     | (ii) <ul style="list-style-type: none"> <li>Organising social events</li> <li>To renovate the buildings</li> <li>To fundraise</li> <li>To develop the library</li> </ul> (Any 2 from 3)  | 2        |                      |
|          | (c) | <ul style="list-style-type: none"> <li>Buildings were completed</li> <li>The college was open to offer the first full time course</li> <li>Interesting new subjects from Gaelic broadcasting to Information Technology were included in the first course</li> </ul> (Any 2 from 3) | 2        |                      |

| Question |     | Expected Answer (s)   | Max Mark | Unacceptable answers |
|----------|-----|---|----------|----------------------|
|          | (d) | <ul style="list-style-type: none"> <li>• An opportunity for the college to develop their own buildings</li> <li>• Build a new village/town with houses and sports facilities</li> <li>• To reinforce their place in the heart of the local community</li> </ul> <p>(Any 2 from 3)</p> | 2        |                      |
|          | (e) | <ul style="list-style-type: none"> <li>• 3. - To inform the listener of the history and development of the college</li> </ul>   | 1        |                      |

Item 2

| Question |     | Expected Answer (s)   | Max Mark | Unacceptable answers |
|----------|-----|---|----------|----------------------|
| 2.       | (a) | <ul style="list-style-type: none"> <li>• She got a phone call asking if she was interested in the new course</li> <li>• Her sister lived on Skye</li> </ul>   | 2        |                      |
|          | (b) | <ul style="list-style-type: none"> <li>• Leaflets telling about the course content</li> </ul>   | 1        |                      |
|          | (c) | <ul style="list-style-type: none"> <li>• There were only seven of us</li> <li>• A bit anxious about it all</li> <li>• Sitting down listening to the tutors discussing the course</li> <li>• Hearing about the aims of the course</li> </ul> <p>(Any 2 from 4)</p> | 2        |                      |
|          | (d) | <ul style="list-style-type: none"> <li>• History was easy enough</li> <li>• Uncertain about Accountancy and Marketing</li> </ul>  | 2        |                      |
|          | (e) | <ul style="list-style-type: none"> <li>• She was from a big family herself</li> <li>• Used to a lot of people being around her</li> <li>• Most of them lived in the same house</li> <li>• Fortunately they got on most of the time</li> </ul> <p>(Any 2 of 4)</p> | 2        |                      |
|          | (f) | <ul style="list-style-type: none"> <li>• Irish Gaelic community</li> <li>• The Faroe Islands</li> <li>• Different parts of the Isle of Skye</li> </ul>  | 3        |                      |
|          | (g) | <ul style="list-style-type: none"> <li>• They were interested in the Language</li> <li>• They were interested in education</li> </ul>   | 2        |                      |

| Question |     | Expected Answer (s)  | Max Mark | Unacceptable answers |
|----------|-----|--|----------|----------------------|
|          | (h) | <ul style="list-style-type: none"> <li>• In her work as a nursery teacher</li> <li>• To be more confident in the language</li> </ul>   | 2        |                      |
|          | (i) | <ul style="list-style-type: none"> <li>• Created lots of jobs</li> <li>• Increased numbers in the primary school</li> <li>• Attracted students from around the world</li> <li>• More local facilities</li> <li>• New developments</li> </ul> <p>(Any 3 from 5)</p> | 3        |                      |
|          | (j) | <ul style="list-style-type: none"> <li>• Very proud</li> </ul>   | 1        |                      |

## General Marking Principles for Advanced Higher Gaelic (Learners): Discursive Writing

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this paper. These principles must be read in conjunction with the detailed marking instructions, which identify the key features required in candidate responses.

- (a) Marks for each candidate response must always be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) If a specific candidate response does not seem to be covered by either the principles or detailed Marking Instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader.
- (d) Marking should be holistic. There may be strengths and weaknesses in the piece of writing; markers should focus as far as possible on the strengths, taking account of weaknesses only where they significantly detract from the overall impression. Three main aspects of the piece of writing should be considered:
  - (i) content
  - (ii) accuracy
  - (iii) language resource - variety, range, structures
- (e) Using the pegged marks table, the marker should first select the row of the table in which the descriptors most closely match the candidate's piece of writing. Once that row has been identified, the assessor should follow this guidance:
  - If the evidence largely matches the descriptors across all of the aspects of the work, award the higher of the two available marks
  - If the evidence largely matches the descriptors across most of the aspects of the work, award the lower of the two marks available
- (f) If markers are in doubt about which of two adjacent rows to select: select the upper row and award the lower pegged mark in that row.
- (g) Markers can award the highest pegged mark (40) for writing even if there are minor errors. These should not detract from the overall impression.
- (h) Candidates are instructed to write 250-300 words. The general and detailed marking instructions should be applied even where the length of the piece of writing falls outside this range.

## Detailed Marking Instructions - Discursive Writing

| Mark           | Content   | Accuracy  | Language resource:<br>variety, range, structures   |
|----------------|---|---|--|
| 40<br>or<br>36 | <ul style="list-style-type: none"> <li>The essay is well structured and all aspects are relevant to the title</li> <li>The topic is addressed fully, in a balanced way</li> <li>Overall this comes over as a comprehensive, competent, well thought-out response to the task which reads naturally</li> </ul> | <ul style="list-style-type: none"> <li>The language is characterised by a high degree of accuracy and may show some flair.</li> <li>A comprehensive range of verbs is used accurately and tenses are consistent and accurate</li> <li>There is evidence of confident handling of all aspects of grammar and spelling</li> <li>Some minor errors need not detract from the overall very good impression</li> </ul> | <ul style="list-style-type: none"> <li>The language used is mostly complex and sophisticated</li> <li>There is a wide range of structures and vocabulary appropriate to Advanced Higher</li> <li>There is a comprehensive range of verbs/verb forms and tenses</li> <li>There is good use of less common adjectives, adverbs, prepositional phrases and, where appropriate, word order</li> <li>There is extensive use of co-ordinating conjunctions and subordinate clauses throughout the writing</li> <li>The language flows well and ideas and opinions are expressed effectively</li> </ul> |
| 32<br>or<br>28 | <ul style="list-style-type: none"> <li>The essay has a good sense of structure and most aspects are relevant to the title</li> <li>The topic is addressed well</li> <li>The content is clear and well thought out</li> </ul>  | <ul style="list-style-type: none"> <li>The language is clearly comprehensible throughout and fairly free of serious errors in areas appropriate to Advanced Higher.</li> <li>A range of verbs is used accurately and tenses are generally consistent and accurate</li> <li>Other parts of speech are used accurately</li> <li>There are few serious errors in spelling and/or punctuation</li> </ul>              | <ul style="list-style-type: none"> <li>The language used is generally complex and sophisticated</li> <li>Contains a good range of vocabulary and structures appropriate to Advanced Higher</li> <li>The candidate uses a good range of verbs/verb forms and tenses</li> <li>There is good use of co-ordinating conjunctions and subordinate clauses throughout the writing</li> <li>Ideas and opinions are expressed effectively</li> </ul>  |

| Mark           | Content   | Accuracy   | Language resource:<br>variety, range, structures   |
|----------------|---|--|--|
| 24<br>or<br>20 | <ul style="list-style-type: none"> <li>• The essay has some sense of structure and most aspects have some relevance to the title</li> <li>• The topic is addressed adequately</li> <li>• The content is mostly clear</li> </ul> | <ul style="list-style-type: none"> <li>• The less complex language may be mostly accurate. However, in places, where the candidate attempts to use complex and sophisticated language, this may be less successful</li> <li>• The verbs are generally correct, but the range of verbs and tenses is limited</li> <li>• Spelling and punctuation are generally correct but there may be a few errors in some parts of speech - personal pronouns, gender of nouns, adjective endings, cases, singular/plural confusion</li> <li>• Overall, there is more correct than incorrect and there is the impression that the candidate can handle tenses</li> </ul> | <ul style="list-style-type: none"> <li>• There are some examples of complex and sophisticated language</li> <li>• Contains a reasonable range of vocabulary and structures appropriate to Advanced Higher</li> <li>• There is a limited range of verbs/verb forms and tenses</li> <li>• There are some successful attempts to use co-ordinating conjunctions and subordinate clauses.</li> <li>• Ideas and opinions are expressed adequately</li> <li>• There is some dictionary misuse</li> </ul> |

| Mark           | Content   | Accuracy  | Language resource:<br>variety, range, structures   |
|----------------|---|---|--|
| 16<br>or<br>12 | <ul style="list-style-type: none"> <li>• The essay is lacking in structure and less than half of the aspects have any relevance to the title</li> <li>• The topic is addressed but in a limited way</li> <li>• The content is limited and may be presented as a single paragraph</li> </ul> | <ul style="list-style-type: none"> <li>• The language is insufficiently accurate to convey meaning clearly and consistently</li> <li>• Ability to use verbs and form tenses accurately is inconsistent. There may be confusion between the singular and plural form of verbs</li> <li>• Although basic structures are used accurately, control of the language structure at times deteriorates significantly</li> <li>• There are errors in other parts of speech - gender of nouns, cases, singular/plural confusion - and in spelling and, where appropriate, word order. Several errors are serious</li> <li>• Overall there is more incorrect than correct</li> </ul> | <ul style="list-style-type: none"> <li>• There is limited use of complex and sophisticated language</li> <li>• Contains a limited range of vocabulary and/or structures appropriate to Advanced Higher</li> <li>• There is inconsistency in the use of verbs/verb forms and tenses</li> <li>• There are few successful attempts to use co-ordinating conjunctions and subordinate clauses</li> <li>• There may be examples of unidiomatic translation from English and/or examples of dictionary misuse</li> </ul> |

| Mark         | Content  | Accuracy  | Language resource:<br>variety, range, structures   |
|--------------|--|---|--|
| 8<br>or<br>4 | <ul style="list-style-type: none"> <li>• The essay is unstructured and few aspects are relevant to the title</li> <li>• The topic is not fully addressed</li> <li>• The content is very limited</li> </ul> | <ul style="list-style-type: none"> <li>• The language is almost completely inaccurate throughout the writing and there is little control of language structure</li> <li>• Most of the verbs are incorrect. There is little evidence of tense control</li> <li>• Most basic structures are not used accurately and control of the language structure generally deteriorates significantly</li> <li>• There are frequent errors in other parts of speech – personal pronouns, gender of nouns, cases, singular/ plural confusion, prepositions. Overall there is more incorrect than correct</li> </ul> | <ul style="list-style-type: none"> <li>• There is little use, if any, of complex and sophisticated language</li> <li>• The essay contains a very limited range of vocabulary and structures appropriate to Advanced Higher</li> <li>• The candidate may not cope with more than one or two basic verbs/ verb forms and tenses</li> <li>• Some sentences may not be understood by a sympathetic native speaker</li> <li>• There are examples of mother tongue interference and serious dictionary misuse</li> </ul> |
| 0            | <ul style="list-style-type: none"> <li>• The essay is unstructured and/or irrelevant</li> <li>• The candidate is unable to address the topic</li> </ul>  | <ul style="list-style-type: none"> <li>• The language is seriously inaccurate throughout the writing and there is almost no control of language structure</li> <li>• Very few words are written correctly in the modern language</li> </ul>   | <ul style="list-style-type: none"> <li>• There is no evidence of complex and sophisticated language</li> <li>• There may be several examples of mother tongue interference</li> <li>• Very little is intelligible to a sympathetic native speaker</li> <li>• There may be several examples of serious dictionary misuse</li> </ul>   |

[END OF MARKING INSTRUCTIONS]