



National
Qualifications
2017

2017 French

Reading and Translation

Advanced Higher

Finalised Marking Instructions

© Scottish Qualifications Authority 2017

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is reproduced, SQA should be clearly acknowledged as the source. If it is to be used for any other purpose, written permission must be obtained from permissions@sqa.org.uk.

Where the publication includes materials from sources other than SQA (secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the centre's responsibility to obtain the necessary copyright clearance. SQA's NQ Assessment team may be able to direct you to the secondary sources.

These marking instructions have been prepared by examination teams for use by SQA appointed markers when marking external course assessments. This publication must not be reproduced for commercial or trade purposes.



General marking principles for Advanced Higher French Reading

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

- (a) Marks for each candidate response must always be assigned in line with these general marking principles and the detailed marking instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) Award a mark to each answer. Marks are not transferable between questions.
- (d) The marks available in this paper are as follows:
 - (i) The first set of questions (worth 23 marks) in section 1 requires candidates to provide answers based on comprehension of information from the text. The marks available for each question generally range between 1-4 marks.
 - (ii) The last question in section 1 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) Section 2 is the translation question (worth 20 marks). 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.
- (e) For questions that ask candidates to 'state' or 'give', candidates must give a brief, accurate response/name.
- (f) 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.

Detailed marking instructions for each question

Section 1 - Reading

Question		Expected answer(s)	Max mark	Unacceptable answers
1.		<ul style="list-style-type: none"> • He is very moved/touched/upset/overwhelmed by their personal stories • These men and women are victims of a bureaucratic system • They are denied the right to stay in France • It's dangerous for them to return <u>home</u>/to <u>their</u> country <p>(Any 3 from 4)</p>	3	It baffles him
2.	(a)	<ul style="list-style-type: none"> • Some are asylum seekers <u>awaiting a decision</u> • Some have been denied/refused asylum/refuge • Others have entered France illegally/without papers and hope to obtain the right to live <u>there</u> 	3	<p>Seekers</p> <p>Idea of Father Riffard helping people to enter the country illegally</p>
	(b)	<ul style="list-style-type: none"> • He shares with them his living quarters in the church • At the moment <u>about/around/approximately 50</u> adults and <u>15</u> children live in the <u>5</u> rooms, men and women separately • Precarious (living) conditions • Some improvements have been made: smoke detectors, fire extinguishers and additional toilets /bathrooms /sanitary equipment (include the 3 improvements) • Migrants' mattresses and belongings pile up on/all over <u>the floor</u> • There is only one shower and four toilets for all <p>(Any 4 from 6)</p>	4	Sanitary supplements/products

Question		Expected answer(s)	Max mark	Unacceptable answers
3.	(a)	<ul style="list-style-type: none"> • He does not comply with/respect the law • He (illegally) shelters tens/dozens of migrants • Last year, he ignored a decree forbidding <u>him</u> to provide shelter/accommodation 	3	
	(b)	<ul style="list-style-type: none"> • He had to appear in court/was prosecuted/was convicted • He was given a suspended/deferred sentence • and given a <u>1,200 euro fine</u> <p>(Any 2 from 3)</p>	2	
4.	(a)	<ul style="list-style-type: none"> • <u>Almost all</u> these migrants came from <u>the same African countries</u> 	1	Country/place(s)
	(b)	<ul style="list-style-type: none"> • Those who contact him/they are Christians like him • Word of mouth works well/word spreads in the community • Even social workers send him migrants they cannot accommodate 	3	
5.		<ul style="list-style-type: none"> • There are safety concerns • <u>He</u> should not be taking the place of/be a substitute for the State • If one day there is a fire and fatalities/deaths, the town hall/local authority would be prosecuted <p>(Any 2 from 3)</p>	2	Security
6.		<ul style="list-style-type: none"> • He is a man of action/fighter • Difficulties don't put him off • He gives an impression of <u>quiet/calm</u> strength/force and determination <p>(Any 2 from 3)</p>	2	Tranquillity Peaceful

Question	Expected answer(s)	Max mark	Additional guidance									
7.	<p>Possible answers include: The purpose of the writer is to present in a positive light Father Riffard's daily struggle to help migrants despite opposition from the authorities</p> <p>Father Riffard is described as an extraordinary man:</p> <ul style="list-style-type: none"> • Father Riffard is described as an unlikely hero, 70 years old, kind and compassionate. He is sensitive "bouleversé" "ému" "choqué" "il ne sait pas mettre les gens dehors" • He does, however, perform a formidable task, he is "extraordinaire": he has helped a multitude of foreigners over 15 years. At the moment he is sheltering 50 adults and 15 children. He does not intend to stop in the future • Nothing scares him amongst his opponents: the authorities all oppose the project and he counters all arguments • He is a hero as he takes risks to help others - he went to court and was sentenced. He can be perceived as a victim "il a été condamné", and at times as a rebel " il avait même décidé de ne pas respecter" • The writer expects him to continue his selfless work despite risks to himself - he admires him for his selfless efforts • The text ends on a very positive note as the priest is described as radiating strength and determination, ready to continue the fight and to defend the cause of migrants to the end • Stylistic features: a metaphor runs through the text evoking the idea of a battle, eg il "lutte" "se bat sans relâche" "sa lutte continue" "son combat a commencé" «me battais" «ses armes». Mention of emotive language. First person testimony from the priest <p>The text also highlights the plight of migrants:</p> <ul style="list-style-type: none"> • He perceives asylum seekers as victims of bureaucracy, his role being to "protéger les plus démunis" • The migrants are described as living in "conditions précaires", "leur situation désespérée", "risquent la mort", "leur détresse" <p>Finally, the text describes the challenges he faces from the Authorities:</p> <ul style="list-style-type: none"> • Il "se heurte a beaucoup d'opposition" • For them, "il ne respecte pas la loi" "il a été soupçonné d'aider des personnes à immigrer illégalement" • He faces prosecution and a fine. • The vocabulary used for his opponents is negative : "le soupçonne" "trouve suspect" "réaliste" "s'oppose" "il faut absolument arrêter" 	7	<table border="1"> <thead> <tr> <th data-bbox="1503 264 1608 337">Pegged marks</th> <th data-bbox="1619 264 1957 337">Criteria</th> </tr> </thead> <tbody> <tr> <td data-bbox="1503 337 1608 816">7 OR 5</td> <td data-bbox="1619 337 1957 816">The candidate provides a clear, concise and reflective answer, drawing inferences which are entirely appropriate, analytical and which 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="1503 816 1608 1203">3 OR 1</td> <td data-bbox="1619 816 1957 1203">The candidate provides an answer which may contain some degree of misreading, but which 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="1503 1203 1608 1393">0</td> <td data-bbox="1619 1203 1957 1393">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	7 OR 5	The candidate provides a clear, concise and reflective answer, drawing inferences which are entirely appropriate, analytical and which 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.	3 OR 1	The candidate provides an answer which may contain some degree of misreading, but which offers evidence of appropriate inferencing skills. The candidate may, however, tend to supply information from the text with little attempt to draw inferences.	0	The candidate's answer simply provides information to be found in the text with no attempt to draw inferences.	
Pegged marks	Criteria											
7 OR 5	The candidate provides a clear, concise and reflective answer, drawing inferences which are entirely appropriate, analytical and which 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.											
3 OR 1	The candidate provides an answer which may contain some degree of misreading, but which offers evidence of appropriate inferencing skills. The candidate may, however, tend to supply information from the text with little attempt to draw inferences.											
0	The candidate's answer simply provides information to be found in the text with no attempt to draw inferences.											

Section 2 - Translation

Question	Expected answer(s)	Max mark	Additional guidance
8.	<p>Translation</p> <p>Translate the underlined section into English: (lines 27-32)</p> <p>“«Mais ici ce n’est pas ... qu’il encourt.»</p>	20	<p>The translation into English is allocated 20 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.</p> <p>2 - Good: Essential information and relevant details are understood and conveyed clearly and accurately, with appropriate use of English.</p> <p>1 - Satisfactory: 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.</p> <p>0 - Unsatisfactory: The candidate fails to demonstrate sufficient understanding of the essential information.</p>

Text	Good - 2	Satisfactory - 1	Unsatisfactory - 0
<u>Unit 1</u> <i>«Mais ici ce n'est pas un centre d'hébergement,</i>	"But this is not a residential centre/accommodation centre But it is not..... here But here it isn't....	housing centre this here is not/here is not	centre of accommodation
<u>Unit 2</u> <i>répète-t-il sans cesse, c'est un accueil d'urgence.</i>	He constantly/endlessly repeats/he says over and over It's an emergency shelter/centre/refuge a reception centre/ it's emergency accommodation	to you/you he repeated emergency welcome centre	you repeat it welcome centre emergency welcome/reception
<u>Unit 3</u> <i>Où est le véritable danger, ici ou dans la rue ? »</i>	Where is the real danger, here or on/in the street(s)?"		road
<u>Unit 4</u> <i>Le Père Riffard ne compte donc pas abandonner sa bataille.</i>	And so/therefore Father/Pere Riffard does not intend/expect/consider Is not ready/ to give up/abandon is not planning on ing the/his fight/battle	omission of donc omission of intention <u>The</u> Father Riffard	her battle

Text	Good - 2	Satisfactory - 1	Unsatisfactory - 0
<u>Unit 5</u> <i>Ses seules armes sont la générosité, la gentillesse et la force de caractère.</i>	His only weapons are/he is armed only with generosity, kindness and strength of character/a strong character	power/force of character personality	They are only armed no reference to weapon gentleness
<u>Unit 6</u> <i>Il s'inquiète déjà de « la nouvelle vague d'arrivées »</i>	He is already concerned/ worrying/worried/about "the new/next wave/tide of arrivals"	anxious about	vague anxious/worried of
<u>Unit 7</u> <i>On peut s'attendre à ce qu'il continue</i>	We/you/one can expect him to/ that he <u>will</u> carry on/continue	Omission of that that he continues	<u>it</u> continues/will continue one can wait that
<u>Unit 8</u> <i>envers et contre tout, à protéger les plus démunis</i>	Despite/against all opposition/ against all odds/despite everything to protect the poorest/the most deprived/impoverished (people)	vulnerable	towards and against all more/poorer
<u>Unit 9</u> <i>et à leur offrir un toit</i>	and to put a roof over their heads/to offer them shelter	offer them a roof/a shelter	

Text	Good - 2	Satisfactory - 1	Unsatisfactory - 0
<p>Unit 10</p> <p><i>au mépris des risques qu'il encourt.</i></p>	<p>regardless of/without any regard for/despite/with contempt for....</p> <p>the/any risks <u>he</u> runs/incurs/faces/encounters</p>	<p><u>it</u> incurs/entails he takes</p>	<p>to contempt</p>

[END OF MARKING INSTRUCTIONS]



National
Qualifications
2017

2017 French

Listening and Discursive Writing

Advanced Higher

Finalised Marking Instructions

© Scottish Qualifications Authority 2017

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is reproduced, SQA should be clearly acknowledged as the source. If it is to be used for any other purpose, written permission must be obtained from permissions@sqa.org.uk.

Where the publication includes materials from sources other than SQA (secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the centre's responsibility to obtain the necessary copyright clearance. SQA's NQ Assessment team may be able to direct you to the secondary sources.

These marking instructions have been prepared by examination teams for use by SQA appointed markers when marking external course assessments. This publication must not be reproduced for commercial or trade purposes.



General marking principles for Advanced Higher French Listening

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

- (a) Marks for each candidate response must always be assigned in line with these general marking principles and the detailed marking instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) Award a mark to each answer. Marks are not transferable between questions and the answers for each question must come from the Item.
- (d) The marks available in this paper are as follows:
 - (i) The first set of questions from 1 (worth 9 marks) 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 generally range between 1-3 marks.
 - (ii) Question (e) from Item 1 is the overall purpose question worth 1 mark. This is always a supported question. In this paper three answer options are given. The candidate writes their chosen option in the answer booklet. Where a candidate writes two or all three options award zero marks.
- (e) For questions that ask candidates to “state...” or “give”, candidates must give a brief, accurate response/name.
- (f) The marking instructions indicate the essential idea that a candidate should provide for each answer. We use the term “or any other acceptable answer” to allow for the possible variation in candidate responses. Credit should be given according to the accuracy and relevance of candidate’s answers. Candidates may be awarded marks where the answer is accurate but expressed in their own words.

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"> At sports <u>events/competitions</u> In space 	2	Grounds/arenas
	(b)	<ul style="list-style-type: none"> Have people buy products/a product Vote for a (certain) politician/political personality/figure/candidate Save energy/electricity 	3	Things Celebrity/Political party Be eco-friendly
	(c)	<ul style="list-style-type: none"> It can change people's <u>behaviour/actions/lifestyle</u>, for example regarding their health Inform/provide information, for example about the environment (include example for each point) 	2	Opinions/views
	(d)	<ul style="list-style-type: none"> It's the object of indirect advertising The more a (young) person sees smoking, the more likely they are to smoke People are <u>more likely</u> to smoke <p>(Any 1 from 3)</p>	1	
	(e) (i)	<ul style="list-style-type: none"> To find <u>public</u> or <u>private</u> spaces/places <u>free from/without</u> advertising 	1	
	(ii)	<ul style="list-style-type: none"> Society is obsessed with consumerism/mass consumption 	1	Consummation

Item 2

Question		Expected answer(s)	Max mark	Unacceptable answers
2.	(a)	<ul style="list-style-type: none"> • The <u>songs/lyrics/words</u> are rubbish/(totally) stupid • You cannot get the <u>songs/jingles</u> out of your <u>head</u>/ songs are catchy/songs stay in your head all day • You are thinking about double glazing/bathroom cleaning/products <u>all day</u> • You hear them every five minutes <p>(Any 2 from 4)</p>	2	
	(b)	(i) <ul style="list-style-type: none"> • The ads are chosen according to the type of TV programmes/advertisers select specific programmes to advertise their products/tailor adverts to specific programmes 	1	
		(ii) <ul style="list-style-type: none"> • They show adverts for <u>toys</u> during <u>children's programmes/cartoons</u> • <u>Sports</u> car adverts during <u>adventure/action</u> movies/programmes • Adverts for <u>household/cleaning products</u> are shown <u>during the day/for stay-at-home women</u> <p>(Any 2 from 3)</p>	2	Games/things to play with Channels Household goods
	(c)	<ul style="list-style-type: none"> • Ads are <u>everywhere</u>/have taken over the world/the world is ruled by them • When watching a <u>music clip/video</u> ads for (the latest) <u>album</u> pop up • When reading the <u>news</u> ads for <u>holidays/trips/cruises</u> appear 	3	Information/information sites

Question		Expected answer(s)	Max mark	Unacceptable answers
	(d)	<ul style="list-style-type: none"> • In tea ads, British people are shown drinking their tea with a dash/little/spot of milk or in a distinguished fashion • Coffee ads featuring romantic/passionate Italians/with background opera music • Whisky ads show misty/cold lochs/haunted castles/Scots playing the bagpipes <p>(Include product + nationality + one detail)</p>	3	Cloudy milk
	(e)	<ul style="list-style-type: none"> • You don't see.../do you see/there are not many men advertising <u>washing up</u> products(?) • Women are portrayed as being incredibly/extremely beautiful/having the perfect body/in an unrealistic fashion • Ads would make you believe that using a deodorant will (magically) attract (a/all) partner(s) 	3	Beautiful (with no qualifier)

Question		Expected answer(s)	Max mark	Unacceptable answers
	(f)	<ul style="list-style-type: none"> • Need to own a car like a <u>4-wheel drive</u> (to pick up the children from school) • Need to own the <u>latest/newest</u> mobile phone (for fear of not being cool) 	2	(New) car New/modern
	(g)	(i) <ul style="list-style-type: none"> • They are under (intense) pressure/stress • <u>Children want</u> the latest/fashionable present(s) • <u>Children want</u> the latest (electronic) gadget(s)/tech gift/item/electronic device 	3	Toys Technology equipment
		(ii) <ul style="list-style-type: none"> • Parents get in debt 	1	Parents spend a lot of money

General marking principles for Advanced Higher French Discursive Writing

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

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

Detailed marking instructions - Directed Writing

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

Mark	Content	Accuracy	Language resource: variety, range, structures
24 or 20	<ul style="list-style-type: none"> • The essay has some sense of structure and most aspects have some relevance to the title • The topic is addressed adequately • The content is mostly clear. 	<ul style="list-style-type: none"> • 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 • The verbs are generally correct, but the range of verbs and tenses is limited • 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 • Overall, there is more correct than incorrect and there is the impression that the candidate can handle tenses. 	<ul style="list-style-type: none"> • There are some examples of complex and sophisticated language • Contains a reasonable range of vocabulary and structures appropriate to advanced higher • There is a limited range of verbs/verb forms and tenses • There are some successful attempts to use co-ordinating conjunctions and subordinate clauses. • Ideas and opinions are expressed adequately • There is some dictionary misuse.
16 or 12	<ul style="list-style-type: none"> • The essay is lacking in structure and less than half of the aspects have any relevance to the title • The topic is addressed but in a limited way • The content is limited and may be presented as a single paragraph. 	<ul style="list-style-type: none"> • The language is insufficiently accurate to convey meaning clearly and consistently • Ability to use verbs and form tenses accurately is inconsistent. There may be confusion between the singular and plural form of verbs • Although basic structures are used accurately, control of the language structure at times deteriorates significantly • 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 • Overall there is more incorrect than correct. 	<ul style="list-style-type: none"> • There is limited use of complex and sophisticated language • Contains a limited range of vocabulary and/or structures appropriate to advanced higher • There is inconsistency in the use of verbs/verb forms and tenses • There are few successful attempts to use co-ordinating conjunctions and subordinate clauses • There may be examples of unidiomatic translation from English and/or examples of dictionary misuse.

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

[END OF MARKING INSTRUCTIONS]