



National  
Qualifications  
2017

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**2017 German**

**Reading and Translation**

**Advanced Higher**

**Finalised Marking Instructions**

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## General marking principles for Advanced Higher German 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. 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.
- (e) 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.
- (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"> <li>It is a world, economic power(house)/hub</li> <li>It is an important country in the EU</li> <li>At the heart of Europe</li> </ul> <p>(Any 2 from 3)</p>	2	
2.		<ul style="list-style-type: none"> <li>To <u>remain</u> competitive (internationally)</li> <li>Increase the number of foreign students <u>by</u> 100,000</li> <li>By the end of the decade/by 2020</li> </ul>	3	Be competitive To 100,000
3.	(a)	<ul style="list-style-type: none"> <li>They are exempt from student fees</li> <li>EU students are not allowed to be put at a disadvantage to their German counterparts</li> <li>The rules are only valid for students who come from out with the EU</li> </ul> <p>(Any 1 from 2)</p>	1	
	(b)	<ul style="list-style-type: none"> <li>It could serve as the textbook case/example for German higher education/set a precedent</li> </ul>	1	

Question		Expected answer(s)	Max mark	Unacceptable answers
4.	(a)	<ul style="list-style-type: none"> <li>Academics generally pay <u>more</u> tax after their studies</li> <li>(Because) a university degree is reflected in your salary/they earn more after study</li> </ul>	2	
	(b)	<ul style="list-style-type: none"> <li>(Politics) should concentrate on making all graduates (substantial) taxpayers/pay their taxes</li> <li>Graduates from German universities should stay in Germany</li> <li>There is a large shortage of skilled labour/qualified people</li> </ul>	3	
	(c)	<ul style="list-style-type: none"> <li>They couldn't raise the money/cannot afford</li> <li>Would scare/frighten them (off)/put them off</li> </ul>	2	
5.		<ul style="list-style-type: none"> <li>Go towards solving overcrowding problems</li> <li>Keep universities at the top</li> <li>Attract the best talent</li> <li>Put universities under competitive pressure</li> <li>Every institution would make an effort to become attractive to students</li> <li>Engage the best professors.</li> <li>Profit from good image of the university</li> </ul> <p>(Any 4 from 7)</p>	4	Become the best

Question		Expected answer(s)	Max mark	Unacceptable answers
6.	(a)	<ul style="list-style-type: none"> <li>• Everyone can take out a student loan</li> <li>• Get a <u>performance-based</u> bursary/scholarship</li> </ul>	2	Student credit
	(b)	<ul style="list-style-type: none"> <li>• People who pay to go to university, are less likely to muck around or change subjects many times/will work harder</li> <li>• He will let it be known quicker when the quality of teaching and training is poor/(ensure they) get good support/supervision</li> <li>• The opening times of the library and canteen are sufficient</li> <li>• S/he would take responsibility (for his/her education)/s/he earns the right to make demands</li> <li>• Professors are under greater pressure to meet these demands</li> <li>• The student is the customer, the university lecturers the service providers</li> </ul> <p>(Any 3 from 6)</p>	3	Increase opening times

Question		Expected answer(s)	Max mark	Unacceptable answers									
7.		<p>Possible answers include:</p> <ul style="list-style-type: none"> <li>• Presents both sides of the argument</li> <li>• Does criticise the German higher education system (the conditions, the mediocrity of the system)</li> <li>• Seems to favour the introduction of tuition fees for foreigners</li> <li>• Arguments more weighted in favour</li> <li>• Counter arguments</li> <li>• Gives the advantages of studying in Germany</li> <li>• Students will have more ownership over their learning</li> <li>• They can demand more and make the universities more competitive</li> <li>• Students who don't pay must accept the status quo and be grateful they have a place</li> <li>• The best universities charge tuition fees and are successful</li> <li>• International comparison</li> <li>• Those who can't afford it will have access to grants and bursaries</li> </ul>	7	<table border="1"> <thead> <tr> <th>Pegged Marks</th> <th>Criteria</th> </tr> </thead> <tbody> <tr> <td>7 or 5</td> <td>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 answer(s) column, or any other equally appropriate response.</td> </tr> <tr> <td>3 or 1</td> <td>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>0</td> <td>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 answer(s) 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.
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Question	Expected response(s)	Max mark	Additional guidance
8.	Translate the underlined section into English: (lines 31–38) <i>“Wolfgang Schneider . . . bevor es zu spät ist.”</i>	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><b>2 - Good:</b> Essential information and relevant details are understood and conveyed clearly and accurately, with appropriate use of English.</p> <p><b>1 - Satisfactory:</b> 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><b>0 - Unsatisfactory:</b> The candidate fails to demonstrate sufficient understanding of the essential information.</p>

Text	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
Unit 1 <i>Wolfgang Schneider, Präsident der Technischen Universität Berlin (TUB) ...meint aber:</i>	Wolfgang Schneider, President of the Technical University in Berlin (TUB) ... thinks/says however:	Said No mention of "however"	Means
Unit 2 <i>und überzeugter Befürworter der Einführung dieser Studiengebühren</i>	...and committed/dedicated supporter of the introduction of these tuition fees...	The tuition fees	
Unit 3 <i>„Es ist höchste Zeit, dass auch deutsche Hochschulen intensiv über Studiengebühren für Ausländer nachdenken.</i>	"It is about high time that German universities also very intensively consider tuition fees for foreigners.	It is time that...	Highest
Unit 4 <i>Die Debatte muss breit geführt werden.</i>	There must be a wide-ranging debate.	There must be a debate	Lead Must be led

Text	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
<b>Unit 5</b>  <i>Sollen Kinder wohlhabender Eltern mehr bezahlen als Kinder aus finanziell schwächeren Familien?</i>	Should children of wealthy parents pay more than children from less well-off/poor families?	Poorer	
<b>Unit 6</b>  <i>Wie könnte ein Stipendium für Begabte und Finanzschwache aussehen?</i>	What would a grant for talented and underprivileged students look like?		
<b>Unit 7</b>  <i>Was muss getan werden, damit mehr ausländische Studenten nach ihrem Studium in Deutschland bleiben?</i>	What must be done so that <u>more</u> foreign students stay in Germany after their studies?		Study in Germany
<b>Unit 8</b>  <i>Wer nicht rechnen kann, geht pleite.</i>	People who cannot count, go bust/broke .	Who cannot...	

Text	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
<b>Unit 9</b>  <i>Diese Weisheit sollte durch den Grundsatz ergänzt werden:</i>	This (piece of) wisdom should be complemented by <u>the</u> principle:		
<b>Unit 10</b>  <i>Handelt, bevor es zu spät ist. "</i>	Deal with it before... Act before it is too late.	Change	

[END OF MARKING INSTRUCTIONS]



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**2017 German**

**Listening and Discursive Writing**

**Advanced Higher**

**Finalised Marking Instructions**

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## General marking principles for Advanced Higher German Listening and 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) 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 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: Listening

Item 1

Question		Expected answer(s)	Max Mark	Unacceptable answers
1.	(a)	<ul style="list-style-type: none"> <li>• (Average) rate unemployment in the whole <u>of Europe</u> remains (stubbornly) high</li> <li>• Countries <u>hardest</u>-hit/<u>most</u> affected are the Southern European countries/Spain, Italy and Greece (<u>all three</u>)</li> </ul>	2	
	(b)	<ul style="list-style-type: none"> <li>• Young people/teenagers</li> <li>• Low-skilled workers/unskilled workers</li> <li>• Immigrants/migrants</li> </ul> <p>(Any 2 from 3)</p>	2	
	(c)	<ul style="list-style-type: none"> <li>• Because of the financial crisis</li> <li>• (Attracted by) the (relatively) stable (German) economy</li> <li>• Better lifestyle/life</li> <li>• To look for work/jobs</li> </ul> <p>(Any 2 from 4)</p>	2	
		(i) <ul style="list-style-type: none"> <li>• (A figure/influx of people) not seen/recorded since the fall of the (Berlin) Wall/1989</li> </ul>	1	
		(ii) <ul style="list-style-type: none"> <li>• Germany has become the <u>second most popular</u> destination for immigrants <u>worldwide</u></li> <li>• Only the USA is more popular</li> </ul> <p>(Any 1 from 2)</p>	1	

Question		Expected answer(s)	Max mark	Unacceptable answers
	(d)	<ul style="list-style-type: none"> <li>• The economic boom/economic miracle is (now) over</li> <li>• Young people who complete training have best chance on the job market</li> </ul> <p>(Any 1 from 2)</p>	1	
	(e)	<ul style="list-style-type: none"> <li>• University graduates</li> </ul>	1	Leaving certificate

Item 2

Question			Expected answer(s)	Max mark	Unacceptable answers
2.	(a)		<ul style="list-style-type: none"> <li>• The (German) Government are bailing out the banks (again)</li> <li>• With billions of euros/rescue package</li> </ul>	2	
	(b)	(i)	<ul style="list-style-type: none"> <li>• The greed of the bankers</li> <li>• (Who) make short-term/risky investments/invested poorly</li> <li>• Bad decisions</li> </ul> <p>(Any 2 from 3)</p>	2	
		(ii)	<ul style="list-style-type: none"> <li>• Greater unemployment rates (in Europe)</li> <li>• A strict austerity policy/savings policy</li> <li>• Small companies are closing/going bankrupt</li> <li>• Families are losing the roof above their heads/homes</li> </ul> <p>(Any 3 from 4)</p>	3	

Question		Expected answer(s)	Max mark	Unacceptable answers
	(c)	(i) <ul style="list-style-type: none"> <li>Bankers are getting bonuses when the banks lose money</li> <li>The rich are getting richer and the poor poorer</li> </ul> (Any 1 from 2)	1	
		(ii) <ul style="list-style-type: none"> <li>The situation (in Germany) is <u>not as</u> bad</li> </ul>	1	
		(iii) <ul style="list-style-type: none"> <li>One of <u>the particularly important</u> issues/topics</li> </ul>	1	
	(d)	(i) <ul style="list-style-type: none"> <li>Committed/ready for the world of work/engaged</li> <li>Ready to show what s/he can do</li> </ul>	2	
		(ii) <ul style="list-style-type: none"> <li>They lose hope/courage</li> <li>Disappointed</li> <li>Exhausted</li> <li>They doubt themselves</li> </ul> (Any 1 from 4)	1	

Question		Expected answer(s)	Max mark	Unacceptable answers
	(e)	(i) <ul style="list-style-type: none"> <li>• They need more time to find a job</li> <li>• They don't have any experience</li> <li>• Relationships are lacking</li> </ul> <p>(Any 2 from 3)</p>	2	Don't have time
		(ii) <ul style="list-style-type: none"> <li>• Under 25s receive concrete offers</li> <li>• After 4 months they get a job/training/work experience place</li> </ul> <p>(Any 1 from 2)</p>	1	
		(iii) <ul style="list-style-type: none"> <li>• Improve contacts</li> <li>• Give them hope for the future/not so downhearted/motivates</li> </ul>	2	
	(f)	(i) <ul style="list-style-type: none"> <li>• <u>More than</u> 350,000</li> </ul>	1	350,000
		(ii) <ul style="list-style-type: none"> <li>• Hope <u>and</u> protection</li> </ul>	1	Support

## General marking principles for Advanced Higher German: 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 - Directed Writing

Mark	Content	Accuracy	Language resource: variety, range, structures
40 or 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>

Mark	Content	Accuracy	Language resource: variety, range, structures
32 or 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>
24 or 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: variety, range, structures
16 or 22	<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: variety, range, structures
8 or 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>

Mark	Content	Accuracy	Language resource: variety, range, structures
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]