



National  
Qualifications  
2017

---

**2017 Italian**

**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](mailto: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 Italian 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.       | (a) | <ul style="list-style-type: none"> <li>• He has the best possible opinion/he is very positive</li> <li>• It is a point extra on (any/the) CV</li> <li>• It enriches (both life and) the CV</li> </ul> <p>(Any 1 from 3)</p>                    | 1        |                                    |
|          | (b) | <ul style="list-style-type: none"> <li>• (It is better) to take a thoughtful/considered pathway/route</li> <li>• It (sometimes) provides a pause for reflection</li> </ul> <p>(Any 1 from 2)</p>   | 1        |                                    |
| 2.       | (a) | <ul style="list-style-type: none"> <li>• Uncertainty about which course of study to follow</li> <li>• Poor prospects of finding employment</li> </ul>  | 2        | Uncertainty regarding your studies |
|          | (b) | <ul style="list-style-type: none"> <li>• It is just for fun/amusement</li> <li>• It's something/a matter/a business for children/(little) kids/youngsters</li> <li>• It's all sun, beach and sangria/drinking</li> </ul> <p>(Any 2 from 3)</p> | 2        |                                    |

| Question |     | Expected answer(s)  | Max mark | Unacceptable answers |
|----------|-----|---|----------|----------------------|
| 3.       | (a) | <ul style="list-style-type: none"> <li>• She had taken the <u>entrance</u> exam for the architecture faculty/university (in Rome)</li> <li>• There were only 200 places and she was number 292 (on the list)</li> </ul> <p>(Any 1 from 2)</p>   | 1        |                      |
|          | (b) | <ul style="list-style-type: none"> <li>• With the help of her parents she got together enough money to move to London <u>for a year</u></li> <li>• She became responsible for herself/grew up/became more mature <u>and</u> she improved her English</li> <li>• She worked <u>for a few months</u> as a shop assistant</li> <li>• She decided to sit the entrance examination for Saint Martin School</li> <li>• She now lives in London and is a student at this <u>prestigious design school</u></li> </ul> <p>(Any 3 from 5)</p> | 3        |                      |
| 4.       | (a) | <ul style="list-style-type: none"> <li>• He wanted to experience/breathe the atmosphere of the European Parliament</li> <li>• He dreamed of becoming a diplomat</li> </ul>  | 2        |                      |
|          | (b) | <ul style="list-style-type: none"> <li>• It changes you <u>and</u> you (enter into) develop/take on a new perspective</li> <li>• (Which makes) you want to repeat the experience</li> </ul>   | 2        |                      |

| Question |     |  | Expected answer(s)   | Max mark | Unacceptable answers |
|----------|-----|--|--|----------|----------------------|
| 5.       | (a) |  | <ul style="list-style-type: none"> <li>Families are more reassured, especially those with younger children</li> </ul>  | 1        |                      |
|          | (b) |  | <ul style="list-style-type: none"> <li>It is an entry/(rite of passage) into being an adult/adulthood</li> <li>It is a (rite of) passage which was interrupted by military service (at least for males)</li> <li>When you are travelling the world on your own you are responsible for yourself</li> </ul> | 3        |                      |
| 6.       | (a) |  | <ul style="list-style-type: none"> <li>You can find all sorts of suggestions</li> <li>(From) the ideal/right company (with fiancée or not) (to) the right/appropriate clothing</li> </ul>  | 2        |                      |
|          | (b) |  | <ul style="list-style-type: none"> <li>There are lots of websites where you can buy backpacks, sleeping bags and sunglasses</li> </ul>   | 1        |                      |
| 7.       |     |  | <ul style="list-style-type: none"> <li>Experience is important</li> <li>Study is also valued/important</li> <li>Young people now prefer to continue with their studies</li> <li>Many have already experienced the world <u>before the age of 18</u></li> </ul> <p>(Any 2 from 4)</p>                       | 2        |                      |

| Question     |  | Expected answer(s)  | Max mark | Additional guidance   |              |          |              |  |              |   |   |  |  |
|--------------|--|---|----------|---|--------------|----------|--------------|--|--------------|---|---|--|--|
| 8.           |  | <ul style="list-style-type: none"> <li>The overall aim of the article is to inform readers about the phenomenon of the gap year, and to convince readers of the advantages that it brings, including finding work and broadening one's experience.</li> <li>The main method of doing this is through presenting positive statements of opinion and direct experience by individuals involved in the worlds of work and education. These include the president of the Italian association of personnel management, the president of UCAS (in the UK), individuals who have benefitted from gap years, a sociologist, and finally a quotation from the famous philosopher Bertrand Russell (not on gap-years per se but applied to the argument). These are intended to convince the reader through a combination of specialist expertise and direct experiences.</li> <li>The tone varies from the more serious and factual to the more personal, anecdotal and light-hearted. There is a high proportion of direct speech (including questions and answers) which contributes to a more conversational feel.</li> <li>The opening paragraph presents the opinion of an expert that a gap year is a good thing to have on one's CV, stressing that it indicates thoughtfulness and planning. The second paragraph has another expert opinion stating that the gap year is no longer simply a sort of holiday. The next two paragraphs give very positive accounts of the experience by two people whose course of study (and current job for Erica) came directly from their gap year experience, thus stressing its importance for future careers.</li> </ul> | 7        | <table border="1"> <thead> <tr> <th>Pegged marks</th> <th>Criteria</th> </tr> </thead> <tbody> <tr> <td>7<br/>OR<br/>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<br/>OR<br/>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<br>OR<br>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<br>OR<br>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<br>OR<br>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<br>OR<br>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.   |   |          |   |              |          |              |  |              |   |   |  |  |

| Question | Expected answer(s)   | Max mark | Additional guidance |
|----------|--|----------|---------------------|
|          | <ul style="list-style-type: none"> <li>• The fifth paragraph briefly addresses the question of information and safety, answering concerns by pointing out the amount of information and specialist organisers available on-line. It also widens the idea of the gap year, no longer just for students but also for people in work, with the story of Riccardo Caserini. The writer stresses throughout the importance of a gap year which is planned and has some purpose as opposed to one which is like an extended holiday, and promotes the idea of a balance between experience and study.</li> <li>• Any opposing views are mentioned very briefly and not given much space or credibility. The image of the gap year as a sort of holiday is mentioned as a 'myth', which 'survives', suggesting that it is untrue and on the way out. Placing "sun, sand, and sangria" in inverted commas questions its validity, and the alliteration captures the tone of the less credible parts of the British Press.</li> <li>• The objection that it has become over-organised and commercialised is addressed very briefly in a short paragraph before the article moves on to re-affirm in the final paragraph the value of the experience, but stressing again the importance of study and information along with travel.</li> <li>• The concluding paragraph argues that the gap year before university is important, but no substitute for study, whilst for the new graduate it can be a solution to unemployment and a way to leave the family home. Finally a quote from Bertrand Russell (on something else in fact) is worked in to suggest that it provides the perfect complement to study.</li> </ul> |          |                     |

Section 2 - Translation

| Question | Expected response(s)   | Max mark | Additional guidance   |
|----------|--|----------|---|
| 9.       | <p>Translate the underlined section into English: (lines 57-65)</p> <p>“Questo discorso cambia quando chi sceglie... L'esperienza quando è condita dal sapere è più piacevole».”</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><b>2 - Good:</b><br/>Essential information and relevant details are understood and conveyed clearly and accurately, with appropriate use of English.</p> <p><b>1 - Satisfactory:</b><br/>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><br/>The candidate fails to demonstrate sufficient understanding of the essential information.</p> |

| Text  | GOOD<br>2 marks  | SATISFACTORY<br>1 mark               | UNSATISFACTORY<br>0 marks |
|---|--|--------------------------------------|---------------------------|
| <u>Unit 1</u><br>Questo discorso cambia quando chi sceglie di prendere l'anno di pausa si è appena laureato.          | It is a different story when the person who chooses to take a gap year has just graduated.                 | This discussion<br>This conversation |                           |
| <u>Unit 2</u><br>«Se a 25 anni ci si ritrova con mamma e papà in una casa   | “If, aged 25, one finds oneself with Mum and Dad in a house  |                                      |                           |
| <u>Unit 3</u><br>dove la mattina la sveglia suona per tutti tranne che per il figlio, partire è una buona soluzione». | where in the morning the alarm rings for everyone except the son, then leaving (home) is a good solution”. | Child                                |                           |
| <u>Unit 4</u><br>A 18 come a 25 anni, il valore aggiunto deriva da avere un piano ben preciso.                        | At 18 just as at 25, the added value comes from having a very precise plan.                                | Worth                                |                           |
| <u>Unit 5</u><br>«Il viaggio senza meta in giro per il mondo è inutile.   | “Travelling around the world with no purpose is useless.   | Without a destination                |                           |

| Text   | GOOD<br>2 marks  | SATISFACTORY<br>1 mark | UNSATISFACTORY<br>0 marks |
|--|--|------------------------|---------------------------|
| <u>Unit 6</u><br>La consapevolezza di ciò che si sta vedendo è fondamentale.                             | The understanding of what one is seeing is fundamental.  | Knowledge              |                           |
| <u>Unit 7</u><br>Il filosofo inglese Bertrand Russell diceva che da quando aveva scoperto che le pesche, | The English philosopher Bertrand Russell used to say that when he had discovered that peaches, |                        |                           |
| <u>Unit 8</u><br>dalla Cina, erano arrivate in Italia passando per la Persia,                            | had arrived in Italy from China, via (passing through) Persia,                                 |                        |                           |
| <u>Unit 9</u><br>gli sembravano più buone e più dolci.   | they seemed better and sweeter to him.   |                        |                           |
| <u>Unit 10</u><br>L'esperienza quando è condita dal sapere è più piacevole».                             | When experience is seasoned with knowledge it is more pleasant".                               |                        |                           |

[END OF MARKING INSTRUCTIONS]



National  
Qualifications  
2017

---

**2017 Italian**

**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](mailto: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 Italian: 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 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>Should children live and be schooled in the same environment?</li> <li>What skills/qualifications should parents have if they are to educate their own children?</li> </ul>  | 2        | What characteristics |
|          | (b) | <ul style="list-style-type: none"> <li>The teachers at school were not giving them enough attention/time</li> </ul>   | 1        |                      |
|          | (c) | <ul style="list-style-type: none"> <li>She is an ex-teacher <u>with 15 years' experience</u> (in a secondary school specialising in languages)</li> </ul>   | 1        |                      |
|          | (d) | <ul style="list-style-type: none"> <li>The hours are more flexible <u>and</u> there are no bells that sound (like in school)</li> <li>The usual tasks for the evenings or holidays are unnecessary</li> </ul> <p>(Any 1 from 2)</p>   | 1        |                      |
|          | (e) | <ul style="list-style-type: none"> <li>They should send a letter stating that they (the parents) take (full) responsibility for their children's education</li> <li>This letter should then be sent to the school authorities/town mayor</li> </ul>   | 2        |                      |
|          | (f) | <ul style="list-style-type: none"> <li>They should reflect on what method of education will preserve their children's liberty, and fuel their autonomy</li> <li>Parents should be with their children <u>all the time</u></li> <li>Parents should be around while their children grow up and explore the world</li> <li>The education of children is the responsibility of the family, not the State</li> </ul> <p>(Any 3 from 4)</p> | 3        |                      |

Item 2

| Question |     |       | Expected answer (s)   | Max mark | Unacceptable answers                     |
|----------|-----|-------|---|----------|--|
| 2.       | (a) | (i)   | <ul style="list-style-type: none"> <li>The other day (while he was coming out of school)</li> </ul>   | 1        |  |
|          |     | (ii)  | <ul style="list-style-type: none"> <li>He has a (lot of) work on at the moment and is (a bit) tired</li> <li>He has to take his son to and from school</li> <li>Sometimes he spends hours in the car in traffic</li> </ul> <p>(Any 1 from 3)</p>  | 1        |  |
|          | (b) |       | <ul style="list-style-type: none"> <li>She has made more progress with her parents <u>in the past year</u></li> <li>Than she did in the last three years at school</li> </ul>   | 2        |  |
|          | (c) |       | <ul style="list-style-type: none"> <li>They were dissatisfied with the standard of teaching at the local school</li> <li>Susanna was in a chaotic, noisy and stressful environment</li> <li>The teachers had no control over the pupils</li> <li>Susanna was exposed to drugs, bullying and bad language</li> </ul> <p>(Any 2 from 4)</p>   | 2        |  |
|          | (d) | (i)   | <ul style="list-style-type: none"> <li>They could have found her another school</li> </ul>  | 1        |  |
|          |     | (ii)  | <ul style="list-style-type: none"> <li>She may be deprived of the opportunity to develop friendships with other children</li> </ul>   | 1        | Deprived of <u>right</u> to make friends |
|          |     | (iii) | <ul style="list-style-type: none"> <li>Luciano is partly correct, but it hasn't been a problem for them</li> <li>Susanna plays in the park with her friends and has ballet lessons with other girls</li> <li>She takes part in many activities with her parents, such as outings to the park, museum and zoo</li> <li>She has opportunities to develop her social skills</li> </ul> <p>(Any 2 from 4)</p> | 2        |  |

| Question |     | Expected answer (s)   | Max mark | Unacceptable answers |
|----------|-----|---|----------|----------------------|
|          | (e) | <ul style="list-style-type: none"> <li>• They may have difficulty being always prepared and motivated</li> <li>• <u>Working</u> can make it impossible to dedicate the entire day to your children</li> <li>• Not everyone is suited/qualified to/for teaching</li> <li>• It's perfectly normal not to feel ready to educate your own children</li> </ul> <p>(Any 2 from 4)</p> | 2        |                      |
|          | (f) | (i) <ul style="list-style-type: none"> <li>• Traditional schools (where there are large classes) cannot devote enough time to the individual</li> <li>• Especially when that individual is intelligent/able (such as Susanna)</li> </ul>  | 2        |                      |
|          |     | (ii) <ul style="list-style-type: none"> <li>• She, and not the class, is the centre of attention.</li> </ul>  | 1        |                      |
|          | (g) | (i) <ul style="list-style-type: none"> <li>• Parents do not have enough time for themselves if children are constantly at home</li> <li>• Being together at home all of the time can sometimes be suffocating/overwhelming</li> </ul>   | 2        |                      |
|          |     | (ii) <ul style="list-style-type: none"> <li>• (Qualified) teachers have the knowledge to teach a variety of specific subjects.</li> <li>• They also have strategies to enable better learning and active participation</li> </ul>   | 2        |                      |
|          | (h) | <ul style="list-style-type: none"> <li>• Their children are both waiting for them (at school and at home)</li> </ul>  | 1        |                      |

## General marking principles for Advanced Higher Italian: 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<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> |

| Mark           | Content   | Accuracy  | Language resource: variety, range, structures   |
|----------------|---|---|---|
| 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>  |
| 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: variety, range, structures   |
|----------------|--|--|---|
| 16<br>or<br>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<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]