2009 Russian

Higher – Listening/Writing

Finalised Marking Instructions

Higher Russian 2009: Listening/Writing

Marking Key

The comprehension questions are designed to find out whether the candidates have understood the main points of the passages, including where appropriate something of the author's purpose in writing the text.

In the marking schemes which follow, an asterisk designates information required for the award of 1 point; a word or concept printed in bold type must be evident within an answer before the point can be awarded.

To assess an answer, tick each piece of information which constitutes a correct point. If the information is subsequently contradicted in the same answer, put a cross through the relevant tick. Similarly, if correct information is accompanied in the same answer by information which shows lack of real understanding, put a cross through the relevant tick.

No points can be awarded in a sentence whose overall meaning is unclear.

The inclusion of irrelevant information in an answer should not be penalised unless it contradicts the text.

If information required but not given in answer to one question appears in answer to a different question, it cannot be credited with any marks unless it would also correctly answer that question.

The total mark awarded for each question should be written on the inside margin, at the end of the relevant question.

When the comprehension questions have been marked, points should be totalled and written on the inside margin as a mark out of 20.

Section A − General Points

Correct points should be marked with a tick and the total number of marks written in the inside margin after each heading.

No marks should be given for points written under a different heading unless they would also answer that heading. In such a case the mark should be transferred to the total for the heading under which the mark was originally allocated. Where candidates list irrelevant information, no credit should be given for this, even if there is some correct information in the middle of it.

The total number of points scored should be written in the inner margin at the end of Section A.

Marking Instructions

Questions/Acceptable answers		Unacceptable answers	Irrelevant/Insufficient
1. Name **two** of the most popular Russian dishes Sasha mentions.	**2 points**		
Any 2 from 5			
• Ravioli		Pelmeni	
• Borsch			
• Herring			
• Gherkins			
• Cabbage			
2. What reasons does Sasha offer for the popularity of these dishes?	**2 points**		
Any 2 from 3			
• they are popular because of the climate			
• summer comparatively short			
• winter long/frosty			
3. What reasons are given for the huge variety of dishes in Russia?	**2 points**		
• Russia is a multinational country			
• Each group has its culinary traditions			

Questions/Acceptable answers			**Unacceptable answers**	**Irrelevant/Insufficient**

4. What indications are given that foreign food is popular in Russia? **2 points**

Any 2 from 3

- Pizza/spaghetti popular for a while
- Easy to find foreign restaurants (or give 2 specific types)
- Recently Japanese/Korean have become fashionable

5. **(a)** What details are given about those who go to McDonald's? **2 points**

- Tourists/school pupils/students (any 2)
- Those who don't care about their health

(b) What competition does McDonald's have in Russia? **2 points**

Any 2 from 4

- Russian Bistro has been set up
- It is a success
- It sells fresh(ly baked) cakes
- With tea and coffee

6. What dishes are most popular in spring and summer? **2 points**

- More salads from fresh vegetables
- (on warm days) cold traditional soup

Questions/Acceptable answers	**Unacceptable answers**	**Irrelevant/Insufficient**

7. Pancakes (blini) have always been popular in Russia.
How do we know this? **2 points**

Any 2 from 4

- Pushkin wrote about them in Evgeni Onegin
- In the 19th Century they were served with black/red caviar
- At tea they were served with various jams
- The tradition continues

8. What meat is traditionally eaten at New Year? **1 point**

Any 1 from 3

- Fowl/bird
- Goose
- Turkey

9. **(a)** What does Sasha say about the salad served at New Year? **1 point**

Any 1 from 2

- It is served throughout the whole country/It is very popular
- The ingredients have changed from original chef's recipe (or give details)

Questions/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
(b) What do we learn about the chef who first made the salad? **2 points** **Any 2 from 3** • Famous <u>French</u> chef called Olivier • Lived in St. Petersburg • At beginning of 20th Century **Total 20 points**		

Higher Writing

Task: Short essay

Assessment   1   With reference to *Content, Accuracy and Language Resource*,
Process: assess the overall quality of the response and allocate it to a
                       pegged mark.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Very Good	10	- The topic is covered fully, in a balanced way, including a number of complex sentences. - Some candidates may also provide additional information. - A wide range of verbs/verb forms and constructions is used. There may also be a variety of tenses. - Overall this comes over as a competent, well thought-out response to the task which reads naturally.	- The candidate handles all aspects of grammar and spelling accurately, although the language may contain some minor errors or even one more serious error. - Where the candidate attempts to use language more appropriate to post-Higher, a slightly higher number of inaccuracies need not detract from the overall very good impression.	- The candidate is comfortable with almost all the grammar used and generally uses a different verb or verb form in each sentence. - There is good use of a variety of tenses, adjectives, adverbs and prepositional phrases and, where appropriate, word order. - The candidate uses co-ordinating conjunctions and subordinate clauses throughout the writing. - The language flows well.
Good	8	- The topic is addressed, generally quite fully, and some complex sentences may be included. - The candidate uses a reasonable range of verbs/verb forms and other constructions.	- The candidate generally handles verbs and other parts of speech accurately but simply. - There may be some errors in spelling, adjective endings and, where relevant, case endings. - Use of accents may be less secure. - Where the candidate is attempting to use more complex vocabulary and structures, these may be less successful, although basic structures are used accurately. - There may be minor misuse of dictionary.	- There may be less variety in the verbs used. - Most of the more complex sentences use co-ordinating conjunctions, and there may also be examples of subordinating conjunctions where appropriate. - At times the language may be more basic than might otherwise be expected at this level. - Overall the writing will be competent, mainly correct, but pedestrian.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Satisfactory	6	• The candidate uses mainly simple, more basic sentences. • The language is perhaps repetitive and uses a limited range of verbs and fixed phrases not appropriate to this level. • The topic may not be fully addressed. • In some cases, the content may be similar to that of good or very good examples, but with some serious accuracy issues.	• The verbs are generally correct, but basic. • Tenses may be inconsistent. • There are quite a few errors in other parts of speech – personal pronouns, gender of nouns, adjective endings, cases, singular/plural confusion – and in the use of accents. • Some prepositions may be inaccurate or omitted eg I go the town. • While the language may be reasonably accurate at times, the language structure may deteriorate significantly in places. • Overall, there is more correct than incorrect and there is the impression overall that the candidate can handle tenses.	• The candidate copes with the present tense of most verbs. • A limited range of verbs is used. • Candidate relies on a limited range of vocabulary and structures. • Where the candidate attempts constructions with modal verbs, these are not always successful. • Sentences may be basic and mainly brief. • There is minimal use of adjectives, probably mainly after "is" eg My friend is reliable. • The candidate has a weak knowledge of plurals. • There may be several spelling errors eg reversal of vowel combinations.
Unsatisfactory	4	• In some cases the content may be basic. • In other cases there may be little difference in content between Satisfactory and Unsatisfactory. • The language is repetitive, with undue reliance on fixed phrases and a limited range of common basic verbs such as *to be*, *to have, to play, to watch*. • While the language used to address the more predictable aspects of the task may be accurate, serious errors occur when the candidate attempts to address a less predictable aspect. • The Personal Response may be presented as a single paragraph.	• Ability to form tenses is inconsistent. • In the use of the perfect tense the auxiliary verb is omitted on a number of occasions. • There may be confusion between the singular and plural form of verbs. • There are errors in many other parts of speech – gender of nouns, cases, singular/plural confusion – and in spelling and, where appropriate, word order. • Several errors are serious, perhaps showing mother tongue interference. • There may be one sentence which is not intelligible to a sympathetic native speaker. • Overall, there is more incorrect than correct.	• The candidate copes mainly only with predictable language. • There is inconsistency in the use of various expressions, especially verbs. • Sentences are more basic. • An English word may appear in the writing or a word may be omitted. • There may be an example of serious dictionary misuse.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Poor	2	• The content and language may be very basic. • However, in many cases the content may be little different from that expected at Unsatisfactory or even at Satisfactory.	• Many of the verbs are incorrect or even omitted. • There are many errors in other parts of speech – personal pronouns, gender of nouns, adjective endings, cases, singular/plural confusion – and in spelling and word order. • Prepositions are not used correctly. • The language is probably inaccurate throughout the writing. • Some sentences may not be understood by a sympathetic native speaker.	• The candidate cannot cope with more than 1 or 2 basic verbs, frequently "has" and "is". • Verbs used more than once may be written differently on each occasion. • The candidate has a very limited vocabulary. • Several English or "made-up" words may appear in the writing. • There are examples of serious dictionary misuse.
Very Poor	0	• The content is very basic.	• (Virtually) nothing is correct. • Most of the errors are serious. • Very little is intelligible to a sympathetic native speaker.	• The candidate copes only with "have" and "am". • Very few words are correctly written in the foreign language. • English words are used. • There may be several examples of mother tongue interference. • There may be several examples of serious dictionary misuse.

What if….?	
the candidate exceeds the recommended word count?	This in itself need not be important, although it is important to be clear that it is possible to attain top marks, if the writing does not exceed 120 words. It is important to assess what has been written – sometimes by exceeding the word count the candidate's control of the language deteriorates and this has to be reflected in the mark awarded.
the candidate has been asked to address a topic with two aspects but only addresses one of these?	In such a case the candidate is deemed to have not addressed the task fully. The quality of the language should be assessed and the writing should then be placed in the next category down, eg if the writing would otherwise have been awarded 8, it should instead be awarded 6.
some parts of the writing fit into one category but others are in the next, lower category?	If the better sections contain more sophisticated language, it may still be appropriate to choose the higher marks. However, if the better sections contain relatively basic constructions and attempts to use more sophisticated language are unsuccessful, then it is most likely that the writing is at the 6/4 interface and the Marking Criteria should be used to help the marker come to a final decision.
the marker is having great difficulty in deciding whether the writing is good enough to pass or not quite good enough to pass?	It is essential to consider carefully the accuracy of the verbs overall. If more verbs are correct than wrong, then it is likely that the candidate deserves to pass, unless there are many other inaccuracies in the writing.

[END OF MARKING INSTRUCTIONS]