2012 Russian

Higher – Reading and Directed Writing

Finalised Marking Instructions

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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 mark; a word or concept printed in bold type must be evident within an answer before the mark 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 marks 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, marks should be totalled and written on the inside margin as a mark out of 20.

Section I − General Points

Correct marks 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 marks scored should be written in the inner margin at the end of Section I.

Marking Instructions

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

1. **(a)** Katya was happy to go to America despite her
concerns. Give **one** example of her concerns.   **1 mark**

- It was a completely different country

- She knew no one

- She didn't know where she was going to live

- No one spoke her language

(1 from 4)

Questions/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
(b) How did she feel when she first arrived in America? **2 marks**		
• It was a culture shock for her	cultural chock	
• She didn't speak to (almost) anyone the <u>first week</u>		
• She missed her parents	misted	
(2 from 3)		
(c) What comments did some of the American students make which upset Katya? **2 marks**		
• They said she was a Communist <u>spy</u>		
• They said/made up stories that she wanted to take a girl's boyfriend away from her	stil	

Questions/Acceptable answers		Unacceptable answers	Irrelevant/Insufficient
(d) According to Katya, how has the trip to America changed her?	**2 marks**		
• She has grown up/matured/become an adult			
• She has learned to be strong, independent/self-dependant/do everything for herself and (self)confident/sure of herself/believe in herself/have faith in herself		sensible	

Questions/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
2. **(a)** Why did Anton not want to move to another part of Moscow with his parents? **1 mark**		
• It would have been foolish/unwise/stupid/silly/not reasonable/not smart/no point/makes no sense/pointless to move school in his final year		not good
(b) How did running a home affect his social life? **1 mark**		
• He had to do all the chores/any two specifics		
• He didn't feel like staying out till midnight		
• He didn't feel like organising parties/nights out/have any parties/making parties		
(1 from 3)		
(c) How has living in a flat on his own changed Anton? **2 marks**		
• He has become more responsible		
• He has learned how to manage/plan/organise his time		

Questions/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
(d) What decision has he come to regarding his future and why? **2 marks** • He will live with his parents when he goes to university • He is lonely/he feels/felt alone/he misses his parents • He is not over the moon about/finds it too difficult living on his own **(2 from 3)**		

Questions/Acceptable answers		Unacceptable answers	Irrelevant/Insufficient
3. **(a)** Mention any **two** reasons Viktor gives for wanting to find a job when he was 14. **2 marks**			
• His father became unemployed		father fired	
• Viktor wanted to help his family			
• Viktor wanted to support/provide for himself/ earn own money			
(2 from 3)			
(b) What was his first job and why did he feel proud of himself? **2 marks**			
• He distributed advertising/publicity leaflets/flyers		advert paper(s) advert slips	
• He no longer had to ask his parents for money for clothes or for pocket money			

Questions/Acceptable answers		Unacceptable answers	Irrelevant/Insufficient
(c) Give **two** examples of the problems Viktor had when he first worked as a waiter. **2 marks**			
• He couldn't cope with taking the orders			
• He dropped <u>full</u> trays			
• He didn't get any tips/gratuity			
• His legs hurt/he couldn't feel his legs after work			
• He fell asleep in class			
• He forgot to meet up with friends		parties	
• He had almost no days off		weekends	
(2 from 7)			

Questions/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
(d) Mention **one** reason why Viktor does not regret having had a job since the age of 14. **1 mark**		
• He learned how to manage/organise his money/budget/expenses/allocate his expenses	spend	
• He learned how to look after things/treat things with care		
• He learned to rely solely on himself		
(1 from 3)		
Total 20 marks		

Translation into English

The translation into English is allocated 10 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.

Category	Mark	Description
Good	2	Candidate has understood essential information and relevant ideas and has conveyed these clearly and accurately, with appropriate use of English
Satisfactory	1	Candidate has understood essential information and conveyed it 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.
Unsatisfactory	0	The candidate fails to demonstrate sufficient understanding of the essential information and relevant details. Errors may include mistranslation and/or failure to translate relevant details.

4. <u>UNIT 1</u>

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
Американская семья познакомила меня со своими друзьями.	My American family introduced me to their friends. The	A No article acquainted me to its friends	got me to meet introduced me with ...

4. <u>UNIT 2</u>

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
Однако хост-мама не разрешала мне ходить на вечеринки.	However, my host mum did not allow me to go to parties. Only,/I mean	night parties my/the (host mother) No article	(Al)though

4. <u>UNIT 3</u>

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
Естественно я бунтовала.	Of course, I rebelled. Naturally	protested/complained/revolted	Obviously I rioted/argued/was raging

4. <u>UNIT 4</u>

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
Ведь не приехала я в Америку, чтобы дома сидеть!	After all/You see, I didn't go to America (in order) to sit/stay at home/just to ... to sit at home, right?	Because arrive	

4. <u>UNIT 5</u>

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
Стало немного проще когда я начала ходить в местную школу.	Things/It became a little easier when I started to go to/at the/a local school. Life ... less complicated	school nearby/in the area	a few (easier) better

Higher Writing

Task: Directed Writing, addressing 6 bullet points.

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.

               2   Check that all 6 bullet points have been addressed.

               3   Deduct 2 marks (ie single marks, not pegged ones) for each
                    bullet not addressed, up to a maximum of 2 bullets. If 3 or
                    more bullets have not been addressed, the mark must be 0.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Very Good	15	• All bullet points are 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, tenses and constructions is used. • Overall this comes over as a competent, well thought-out account of the event 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	12	• All bullet points are addressed, generally quite fully, and some complex sentences may be included. • The response to one bullet point may be thin, although other bullet points are dealt with in some detail. • 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. • In one bullet point 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	9	• 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. • In some examples, one or two bullet points may be less 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, with present tenses being used at times instead of past tenses. • 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 went the town. • While the language may be reasonably accurate in three or four bullet points, in the remaining two control of the language structure may deteriorate significantly. • Overall, there is more correct than incorrect and there is the impression overall that the candidate can handle tenses.	• The candidate copes with the past tense of some verbs. • A limited range of verbs is used to address some of the bullet points. • Candidate relies on a limited range of vocabulary and structures. • When using the perfect tense, the past participle is incorrect or the auxiliary verb is omitted on occasion. • Sentences may be basic and mainly brief. • There is minimal use of adjectives, probably mainly after "is" eg The boss was helpful. • The candidate has a weak knowledge of plurals. • There may be several spelling errors eg reversal of vowel combinations.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Unsatisfactory	6	• 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 bullet points may be accurate, serious errors occur when the candidate attempts to address the less predictable areas. • The Directed Writing 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. • One area may be very weak. • Overall, there is more incorrect than correct.	• The candidate copes mainly only with the predictable language required at the earlier bullet points. • The verbs "was" and "went" may also be used correctly. • 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	3	• 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 one or two basic verbs, frequently "had" and "was". • The candidate displays almost no knowledge of past tenses of verbs. • 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 OR • The candidate has not completed at least three of the core bullet points.	• (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 only addresses one part of one of the introductory, predictable bullet points?	In such a case the candidate is deemed to have not addressed the bullet points and a 2 mark penalty is made (ie 2 marks are deducted from the final mark awarded). This procedure applies at all categories.
some bullet points fit into one category but others are in the next, lower category?	It is important to look carefully at which bullet points are better addressed. If the better sections include the more predictable bullet points, the marker is less likely to be generous than if the unpredictable bullet points are of a better quality. If there is a serious decline after the initial bullet points, a lower mark must be awarded. It is also important to consider the balance of the bullet points. Sometimes a candidate writes twice as much about the opening bullet points – or even bullet points which are not there – than for the four remaining bullet points. In such cases, the lower mark being considered should be awarded.
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.
the Directed Writing, from the point of view of content, looks as if it belongs in a top category, but where accuracy is concerned, contains some possibly serious grammatical errors in more basic structures as a result of using relatively advanced structures combined with a less than confident knowledge of the more basic structures?	This is a case where the candidate is more adventurous, but less accurate. It is always important to assess what it is the candidate can do, and thus highlight the positive. However, in such cases, it is likely that the candidate will be awarded 9.

[END OF MARKING INSTRUCTIONS]