



FOR OFFICIAL USE

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National  
Qualifications  
SPECIMEN ONLY

Mark

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**SQ06/H/03**

# Cantonese Listening and Writing

Date — Not applicable

Duration — 1 hour and 20 minutes



Fill in these boxes and read what is printed below.

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Total marks — 30

## SECTION 1 — LISTENING — 20 marks

You will hear two items in Cantonese. **Before you hear each item, you will have one minute to study the questions.** You will hear each item twice, with an interval of one minute between playings. You will then have time to answer the questions before hearing the next item. Write your answers clearly, in **English**, in the spaces provided.

## SECTION 2 — WRITING — 10 marks

Write your answer clearly, in **Chinese (Traditional)**, in the space provided.

Attempt ALL questions. You may use a Chinese dictionary.

Additional space for answers is provided at the end of this booklet. If you use this space you must clearly identify the question number you are attempting.

You are not allowed to leave the examination room until the end of the test.

Use **blue** or **black** ink.

Before leaving the examination room you must give this booklet to the Invigilator; if you do not, you may lose all the marks for this paper.



SECTION 1 — LISTENING — 20 marks

Attempt ALL questions

MARKS  
DO NOT  
WRITE IN  
THIS  
MARGIN

Item 1

You hear a news bulletin about a gap year for young people.

- (a) Apart from travelling abroad, what do some young people like to do for a year? State **one** thing. 1

\_\_\_\_\_

- (b) What are their reasons for taking a gap year before going to university? Give **two** reasons. 2

\_\_\_\_\_

\_\_\_\_\_

- (c) What do some young people choose to do? 1

\_\_\_\_\_

- (d) What do some young people volunteer to do in Africa? Give **one** detail. 1

\_\_\_\_\_

- (e) According to the speaker, what do young people gain from a gap year? State any **two** things. 2

\_\_\_\_\_

\_\_\_\_\_

- (f) Not many young people take a gap year in China. Why is this? Give any **one** reason. 1

\_\_\_\_\_



\* S Q 0 6 H 0 3 0 2 \*

Item 2

You listen to Sophie who talks about her gap year in China.

- (a) What did Sophie want out of her gap year? 1

\_\_\_\_\_

- (b) Sophie chose to go to a small village in China. Why did she do this? Give any **two** reasons. 2

\_\_\_\_\_

\_\_\_\_\_

- (c) What caused her the biggest problem at the start of her stay in the village? Why was this? Give **three** reasons. 3

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- (d) What were the living conditions like there? Give **two** details. 2

\_\_\_\_\_

\_\_\_\_\_

- (e) Why did Sophie like the meals in the village? State **two** reasons. 2

\_\_\_\_\_

\_\_\_\_\_

- (f) Why did she think that being a teacher was not easy? Give any **two** reasons. 2

\_\_\_\_\_

\_\_\_\_\_



SECTION 2 — WRITING — 10 marks

你認為每個年輕人都應該有個空檔年嗎？如果你有機會在中國做一年的空檔年，你會選擇去城市還是農村？寫150-180個漢字，說說你的觀點。

Do you think all young people should have a gap year? What are the advantages and disadvantages of taking a gap year? Write 150-180 characters, giving your opinion in Chinese (Traditional).



ANSWER SPACE FOR SECTION 2

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ANSWER SPACE FOR SECTION 2 (continued)

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ANSWER SPACE FOR SECTION 2 (continued)

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[END OF SPECIMEN QUESTION PAPER]



ADDITIONAL SPACE FOR ANSWERS

MARKS DO NOT  
WRITE IN  
THIS  
MARGIN



\* S Q 0 6 H 0 3 0 8 \*



ADDITIONAL SPACE FOR ANSWERS

MARKS

DO NOT  
WRITE IN  
THIS  
MARGIN



\* S Q 0 6 H 0 3 0 9 \*



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Qualifications  
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**SQ06/H/13**

**Cantonese  
Listening Transcript**

Date — Not applicable

Duration — 1 hour and 20 minutes

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**This paper must not be seen by any candidate.**

The material overleaf is provided for use in an emergency only (eg the recording or equipment proving faulty) or where permission has been given in advance by SQA for the material to be read to candidates with additional support needs. The material must be read exactly as printed.



\* S Q 0 6 H 1 3 \*

## Transcript — Higher

### Instructions to reader(s):

For each item, read the English **once**, then read the Cantonese **twice**, with an interval of 1 minute between the two readings. On completion of the second reading, pause for the length of time indicated in brackets after the item, to allow the candidates to write their answers.

Where special arrangements have been agreed in advance to allow the reading of the material, those sections marked **(f)** should be read by a female speaker and those marked **(m)** by a male; those sections marked **(t)** should be read by the teacher.

### (t) Item 1

You hear a news bulletin about a gap year for young people.

You now have one minute to study the questions for Item 1.

(m/f) 現今在很多國家，有些學生在中學畢業後，會用一年的時間出國旅行或者工作。他們從小到大，在學校裡學習了很長時間，所以希望在上大學以前，能離開學校的環境，去學習認識這個社會，這就是休學年或者叫空檔年。如今休學年是一種很受年輕人歡迎的旅行方式。在這一年裡，很多年輕人選擇到世界各個地方當老師，教英文、體育、數學等很多學科，也有年輕人選擇去非洲當志願者，幫助當地人了解應該怎樣保持健康的身體。很多年輕人覺得休學年讓他們學到了很多東西，增加了自己生活的經歷，也結交認識了很多朋友，是個非常愉快的經歷。在中國，並不是很多年輕人在大學前或者大學期間選擇休學年，因為中國的大學一般不希望學生長期請假或者休學，學校擔心這樣影響了他們的學習。但對中國學生來說，卻是個非常有意義的經歷。

(2 minutes)

**(t) Item 2**

You listen to Sophie who talks about her gap year in China.

**You now have one minute to study the questions for Item 2.**

- (m)** 你好，蘇菲，聽說你去年來中國逗留了10個月。你喜歡在中國的經歷嗎？
- (f)** 我非常喜歡在中國的這段經歷，它非常有趣，我學了很多，也感到非常愉快。
- (m)** 能和我們分享一下嗎？
- (f)** 好的。離開學校後，我不知道我應該上大學還是去工作，所以我決定去一個自己沒有去過的地方，嘗試一下新的生活。後來我決定到中國教英文。和我一起去中國的還有20多個大學生。
- (m)** 我聽說你去了中國江西的一個農村，對嗎？
- (f)** 是的。
- (m)** 很多外國人都知道北京上海這兩個大城市，可是去農村的人卻很少。你為什麼選擇去那裡呢？
- (f)** 第一，這是了解中國傳統文化的好機會，第二，我可以練習我的中文，第三，我可以嘗試當老師。我媽媽一聽我的打算就對我說：“你千萬別去！”後來我告訴她我的想法，她想了想後說：“好吧，你要常給我發電子郵件啊。”
- (m)** 那你覺得在中國農村的生活怎麼樣？
- (f)** 我們志願者都住在當地人的家裡，每天跟他們一起吃飯。在我住的地方，有三個美國志願者和三個中國志願者。剛開始，我們都很不習慣農村的生活。最頭疼的是洗澡問題。你知道在農村，水不夠用，有時候水還不乾淨。我住的中國人家裡，地方不大，四個人住一間小房間，天氣又熱，所以經常睡不好。
- (m)** 你習慣吃農村的東西嗎？
- (f)** 很好啊，我特別喜歡吃農村的飯菜，因為吃的東西都非常新鮮，很好吃，比我在蘇格蘭吃的健康多了。而且農村的風景太美了，空氣很好，不像北京上海那些大城市，污染嚴重。
- (m)** 你是在教小學還是中學？
- (f)** 我們的學生是十一歲到十四歲，都是中學生。他們學習很努力，上課愛問問題。我非常喜歡我的學生，覺得他們很可愛。現在我才知道，當老師是那麼地不容易，不但要花很長時間準備上課的內容，而且要有耐心和愛心，關愛孩子。
- (m)** 這個空檔年對你的將來有幫助嗎？
- (f)** 對我的幫助太大了。不但讓我的經歷豐富了，而且讓我變得更獨立和自信。

*(2 minutes)*

**(t) End of test.**

**Now look over your answers.**

**[END OF SPECIMEN TRANSCRIPT]**



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**SQ06/H/03**

**Cantonese  
Listening and Writing**

## Marking Instructions

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These Marking Instructions have been provided to show how SQA would mark this Specimen Question Paper.

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## General Marking Principles for Higher Cantonese 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) 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.

**Marking Instructions: Section 1 – Listening**  
**Item 1**

| Question |   | Expected answer(s)   | Max mark | Additional guidance  |
|----------|---|--|----------|--|
| 1        | a | <ul style="list-style-type: none"> <li>Take a part time job</li> </ul>   | 1        | <p>Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidate responses.</p> <p>Markers should ignore extraneous material that does not contradict the answer.</p> |
|          | b | <ul style="list-style-type: none"> <li>They have studied for a long time in school</li> <li>They want to learn about/experience society</li> </ul>   | 2        |  |
|          | c | <ul style="list-style-type: none"> <li>To go to different countries to teach</li> </ul>  | 1        |  |
|          | d | <ul style="list-style-type: none"> <li>To help local people to understand how to keep healthy</li> </ul>   | 1        |  |
|          | e | <ul style="list-style-type: none"> <li>Allows them to learn a lot</li> <li>Make friends</li> <li>They have a pleasant experience</li> </ul> <p><i>Any 2 points from possible 3 for 2 marks</i></p>   | 2        |  |
|          | f | <ul style="list-style-type: none"> <li>The universities don't want students to ask for leave</li> <li>They worry that it might cause interruption to/impact on their studies</li> </ul> <p><i>Any 1 point from possible 2 for 1 mark</i></p> | 1        |  |

Item 2

| Question |   | Expected answer(s)  | Max mark | Additional guidance  |
|----------|---|---|----------|--|
| 2        | a | <ul style="list-style-type: none"> <li>• She wanted to visit a place she had never been to before</li> </ul> <p><u>OR</u></p> <ul style="list-style-type: none"> <li>• Try something new</li> </ul>   | 1        | <p>Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidate responses.</p> <p>Markers should ignore extraneous material that does not contradict the answer.</p> |
|          | b | <ul style="list-style-type: none"> <li>• It's a good opportunity to learn about traditional Chinese culture</li> <li>• She can practice her Chinese</li> <li>• She can become a teacher</li> </ul> <p><i>Any 2 points from possible 3 for 2 marks</i></p> | 2        |  |
|          | c | <ul style="list-style-type: none"> <li>• Bath/shower</li> <li>• Not enough water</li> <li>• The water is not clean</li> </ul>   | 3        |  |
|          | d | <ul style="list-style-type: none"> <li>• Small space/not enough space</li> <li>• Four people in one room</li> <li>• (Very often) didn't sleep well because of hot weather</li> </ul> <p><i>Any 2 points from possible 3 for 2 marks</i></p>               | 2        |  |
|          | e | <ul style="list-style-type: none"> <li>• The food is fresh <u>and</u> delicious</li> <li>• It's healthier than what she had in Scotland</li> </ul>  | 2        |  |
|          | f | <ul style="list-style-type: none"> <li>• Spend long hours/lots of time preparing lessons</li> <li>• You have to be patient</li> <li>• You have to be caring</li> </ul> <p><i>Any 2 points from possible 3 for 2 marks</i></p>                             | 2        |  |



## General Marking Principles for Higher Cantonese Writing

*This information is provided to help you understand the general principles that 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) Candidates will write 150–180 characters in Chinese (Traditional) in a piece of extended writing addressing a stimulus of three questions in Chinese (Traditional).
- (b) Marks for each candidate response must always be assigned in line with these general marking principles and the detailed Marking Instructions for the writing task.
- (c) For each of the types of writing (*Directed Writing or Writing*), the marker should select the pegged mark that most closely describes the candidate's performance.
- (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. Marks should be awarded for the candidate's demonstration of ability in the three main characteristics in writing:
  - i) content
  - ii) accuracy
  - iii) language resource – variety, range, structure
- (e) Markers can award the highest pegged mark for writing even if there are minor errors. These should not detract from the overall impression.
- (f) Candidates may display ability across more than one pegged mark descriptor. Markers should recognise the closeness of the pegged mark descriptors and consider carefully the most appropriate overall pegged mark based on the candidate's performance.

The table below gives further guidance to markers. If:

|   |   |
|---|---|
| the candidate exceeds the recommended character 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 150 characters. It is important to assess what has been written - sometimes by exceeding the character count the candidate's control of the language deteriorates and this has to be reflected in the mark awarded.  |
| 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 Instructions 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.  |

| Mark | Content   | Accuracy   | Language Resource: variety, range, structures   |
|------|---|--|---|
| 10   | <ul style="list-style-type: none"> <li>• The content is comprehensive.</li> <li>• The topic is addressed fully, in a balanced way.</li> <li>• Some candidates may also provide additional information.</li> <li>• Overall this comes over as a competent, well thought-out response to the task which reads naturally.</li> </ul> | <ul style="list-style-type: none"> <li>• The language is accurate throughout. However where the candidate attempts to go beyond the range of the task, a slightly higher number of inaccuracies need not detract from the overall very good impression.</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 accurately, although the language may contain a number of minor errors, or even one serious major error.</li> </ul> | <ul style="list-style-type: none"> <li>• The language used is detailed and complex.</li> <li>• There is good use of adjectives, adverbs, prepositional phrases and, where appropriate, word order.</li> <li>• A comprehensive range of verbs/verb forms, tenses and constructions is used.</li> <li>• Some modal verbs and infinitives may be used.</li> <li>• The candidate is comfortable with the first person of the verb and generally uses a different verb in each sentence.</li> <li>• The candidate uses co-ordinating conjunctions and subordinate clauses throughout the writing.</li> <li>• Sentences are mainly complex and accurate.</li> <li>• The language flows well.</li> </ul> |

| Mark | Content  | Accuracy  | Language Resource: variety, range, structures   |
|------|--|---|---|
| 8    | <ul style="list-style-type: none"> <li>• The content is clear.</li> <li>• The topic is addressed clearly.</li> </ul> | <ul style="list-style-type: none"> <li>• The language is mostly accurate. However where the candidate attempts to use detailed and complex language, this may be less successful, although basic structures are used accurately.</li> <li>• A range of verbs is used accurately and tenses are generally consistent and accurate.</li> <li>• There may be a few errors in spelling, adjective endings and, where relevant, case endings. Use of accents is less secure.</li> <li>• Verbs and other parts of speech are used accurately but simply.</li> </ul> | <ul style="list-style-type: none"> <li>• The language used is detailed and complex.</li> <li>• The candidate uses a range of verbs/verb forms and other constructions.</li> <li>• There may be less variety in the verbs used.</li> <li>• The candidate is comfortable with the first person of the verb and generally uses a different verb in each sentence.</li> <li>• Most of the more complex sentences use co-ordinating conjunctions, and there may also be examples of subordinating conjunctions where appropriate.</li> <li>• Sentences are generally complex and mainly accurate.</li> <li>• At times the language may be more basic than might otherwise be expected at this level.</li> <li>• There may be an example of minor misuse of dictionary.</li> <li>• Overall the writing will be very competent, essentially correct, but may be pedestrian.</li> </ul> |

| Mark | Content   | Accuracy   | Language Resource: variety, range, structures   |
|------|---|--|---|
| 6    | <ul style="list-style-type: none"> <li>The content is adequate and may be similar to that of an 8 or a 10.</li> <li>The topic is addressed adequately.</li> </ul> | <ul style="list-style-type: none"> <li>The language may be mostly accurate. However, in places, control of the language structure may deteriorate significantly.</li> <li>The verbs are generally correct, but basic. Tenses may be inconsistent, with present tenses being used at times instead of past tenses.</li> <li>There may be errors in spelling, eg reversal of vowel combinations adjective endings and some prepositions may be inaccurate or omitted, eg I went the town. 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.</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 detailed and complex language.</li> <li>The language is perhaps repetitive and uses a limited range of verbs and fixed phrases not appropriate to this level.</li> <li>The candidate relies on a limited range of vocabulary and structures.</li> <li>There is minimal use of adjectives, probably mainly after “is”.</li> <li>The candidate has a limited knowledge of plurals.</li> <li>The candidate copes with the present tense of most verbs.</li> <li>Where the candidate attempts constructions with modal verbs, these are not always successful.</li> <li>Sentences are mainly single clause and may be brief.</li> <li>There may be some dictionary misuse.</li> </ul> |

| Mark | Content  | Accuracy  | Language Resource: variety, range, structures   |
|------|--|---|---|
| 4    | <ul style="list-style-type: none"> <li>• The content may be limited and may be presented as a single paragraph.</li> <li>• The topic is addressed in a limited way.</li> </ul> | <ul style="list-style-type: none"> <li>• The language used to address the more predictable aspects of the task may be accurate. However, major errors occur when the candidate attempts to address a less predictable aspect.</li> <li>• A limited range of verbs is used.</li> <li>• Ability to form tenses is inconsistent.</li> <li>• In the use of the perfect tense the auxiliary verb is omitted on a number of occasions.</li> <li>• There may be confusion between the singular and plural form of verbs.</li> <li>• There are errors in many other parts of speech – gender of nouns, cases, singular/plural confusion – and in spelling and, where appropriate, word order.</li> <li>• Several errors are serious, perhaps showing other language interference.</li> <li>• Overall there is more incorrect than correct.</li> </ul> | <ul style="list-style-type: none"> <li>• There is limited use of detailed and complex language and the language is mainly simple and predictable.</li> <li>• 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.</li> <li>• There is inconsistency in the use of various expressions, especially verbs.</li> <li>• Sentences are basic and there may be one sentence that is not intelligible to a sympathetic native speaker.</li> <li>• An English word may appear in the writing or a word may be omitted.</li> <li>• There may be an example of serious dictionary misuse.</li> </ul> |

| Mark | Content   | Accuracy  | Language Resource: variety, range, structures   |
|------|---|---|---|
| 2    | <ul style="list-style-type: none"> <li>• The content may be basic or similar to that of a 4 or even a 6.</li> <li>• The topic is thinly addressed.</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>• Many of the verbs are incorrect or even omitted. There is little evidence of tense control.</li> <li>• There are many errors in other parts of speech – personal pronouns, gender of nouns, cases, singular/plural confusion.</li> <li>• Prepositions are not used correctly.</li> </ul> | <ul style="list-style-type: none"> <li>• There is little use, if any, of detailed and complex language.</li> <li>• The candidate has a very limited vocabulary.</li> <li>• Verbs used more than once may be written differently on each occasion.</li> <li>• The candidate cannot cope with more than one or two basic verbs.</li> <li>• Sentences are very short and some sentences may not be understood by a sympathetic native speaker.</li> <li>• Several English or “made-up” words may appear in the writing.</li> <li>• There are examples of serious dictionary misuse.</li> </ul> |

| Mark | Content   | Accuracy  | Language Resource: variety, range, structures   |
|------|---|---|---|
| 0    | <ul style="list-style-type: none"> <li>• The content is very basic.</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>• (Virtually) nothing is correct.</li> <li>• Most of the errors are serious.</li> <li>• Very little is intelligible to a sympathetic native speaker.</li> </ul> | <ul style="list-style-type: none"> <li>• There is no evidence of detailed and complex language.</li> <li>• The candidate copes only with “have” and “am”.</li> <li>• There may be several examples of other language interference.</li> <li>• Very few words are written correctly in the modern language.</li> <li>• English words are used.</li> <li>• There may be several examples of serious dictionary misuse.</li> </ul> |

[END OF SPECIMEN MARKING INSTRUCTIONS]



**Published:** January 2017

**Change since last published:**

Overall purpose question removed, amendments to General Marking Principles and marks re-allocated.

Amends to marking instructions for Questions 1e and f.