



**2014 French**

**Intermediate 2 Reading**

**Finalised Marking Instructions**

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## **Part One: General Marking Principles for French Intermediate 2 – Reading**

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 specific Marking Instructions for each question.

- (a)** Marks for each candidate response must always be assigned in line with these general marking principles and the specific Marking Instructions for the relevant question. 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/Principal Assessor.
- (b)** Marking should always be positive ie, marks should be awarded for what is correct and not deducted for errors or omissions.

### **GENERAL MARKING ADVICE: French Intermediate 2 – Reading**

The marking schemes are written to assist in determining the “minimal acceptable answer” rather than listing every possible correct and incorrect answer. The following notes are offered to support Markers in making judgements on candidates’ evidence, and apply to marking both end of unit assessments and course assessments.

**Part Two: Marking Instructions for each Question**

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
1.	(a)	<ul style="list-style-type: none"> <li>• 30 <u>years</u></li> </ul>	1	Wrong number	30
1.	(b)	<ul style="list-style-type: none"> <li>• Quiet/peaceful place/situation</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• 15 km <u>from coast/the sea</u></li> </ul> <p style="text-align: right;"><b>(Any one from two)</b></p>	1	Wrong number 15 km from “cote” the side/border	Safe place  15 km along the coast
1.	(c)	<ul style="list-style-type: none"> <li>• <u>two</u> sports fields/pitches/grounds/areas/terrains</li> <li>• a games/play room</li> <li>• <u>heated/hot</u> (swimming) pool</li> </ul> <p style="text-align: right;"><b>(2 needed for the one mark)</b></p>	1	plural  plural	Sports centre Tennis court Sports’ facilities  Youth room  Outdoor/indoor jacuzzi

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
1.	(d)	<ul style="list-style-type: none"> <li>• (all) included/complimentary/(all) inclusive/free</li> <li>• balanced/healthy</li> <li>• offers a <u>big/large/good/grand/great/wide</u> choice/selection/something for all (tastes)</li> </ul> <p><b>NB: offers a large choice for all tastes = 1 mark</b></p> <p><b>(Any two from three)</b></p>	2	<p>Any mention of breakfast/lunch/dinner</p> <p>A big choice of tastes on offer Large choice of tastes There is a lot to taste</p>	<p>It's tasteful Tasty meals</p>
2	(a)	<ul style="list-style-type: none"> <li>• (to develop) linguistic skills/understanding of language competence/confidence speaking French/develop you understanding of linguistics</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• (to develop self) confidence</li> </ul> <p><b>(Any one from two)</b></p>	1		<p>Develop competent linguistics Develop languages</p> <p>Trust yourself Trust (in) oneself</p>

France Détective: Chasse au trésor

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
2.	(b)	<ul style="list-style-type: none"> <li>in the <u>wood(s)/forest/woodland around/near the castle</u></li> <li>woodland</li> </ul>	1	Woodwork Wooden doors Drink	In the castle Around the castle Castle surroundings
2.	(c)	<ul style="list-style-type: none"> <li><u>voucher/gift card/coupon</u> to spend in town</li> </ul>	1	Money Bon/loan A meal/a good time in town	Spend the treasure in town Goods to spend in town Voucher (on its own)

France Gourmande

Question			Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
2.	(d)	(i)	<ul style="list-style-type: none"> <li>• make (own) bread</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• <u>taste/sample/try</u> cake(s)</li> </ul> <p style="text-align: right;"><b>(Any one from two)</b></p>	<b>1</b>	Clean	“Gateaux” Food
2.	(d)	(ii)	<ul style="list-style-type: none"> <li>• practise your French/the language</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• buy <u>fresh</u> products/produce/food</li> </ul> <p style="text-align: right;"><b>(Any one from two)</b></p>	<b>1</b>	Strawberries Dairy Fruit	French products Farm produce Cool Chilled

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
3.	(a)	<ul style="list-style-type: none"> <li>fed the chickens/hens/birds</li> <li>collected/gathered/picked up eggs</li> </ul>	2	Eat chicken  Eat the eggs	Seeing the hens In charge of the hens  laying the eggs
3.	(b)	<ul style="list-style-type: none"> <li>teachers organised a party/ceremony/celebration</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>they (all) got a <u>key-ring/key chain</u></li> </ul>	2	Professors dinner  House key	They organised  Souvenir Keep sake As a memory
3.	(c)	<ul style="list-style-type: none"> <li>the teachers having fun/acting/messing around/playing <u>like children</u></li> </ul> <p><b>NB: Do not penalise singular of “teachers” if penalised in 3(b)</b></p>	1	Infants/babies Teachers making fun of the children Professors <b>(do not penalise if already penalised in 3(b))</b>	Teachers having fun with the children Teachers amusing/entertaining the children Teachers playing with children Teachers were funny The teachers (on its own) Teachers making the children laugh

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
4.	(a)	<ul style="list-style-type: none"> <li>(to find) work/a job/employment</li> <li>(better) quality of life/standard of living</li> <li>for the sun</li> </ul> <p style="text-align: right;"><b>(Any two from three)</b></p>	<b>2</b>		Way of life For the weather
4.	(b)	<ul style="list-style-type: none"> <li>12 years <u>ago</u>/2002</li> </ul>	<b>1</b>	When he was 12	
4.	(c)	<ul style="list-style-type: none"> <li>she wanted to study <u>teaching/education</u>/she wanted to be a <u>teacher</u></li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>she wanted to be near(er)/closer to <u>her</u> family/to see <u>her</u> family/her family live here</li> </ul> <p style="text-align: right;"><b>(Any one from two)</b></p>	<b>1</b>	To meet/be near <u>his</u> family	For her studies  She's British To return home to



Question			Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
4.	(d)	(i)	<ul style="list-style-type: none"> <li>sent <u>lots of/hundreds/many</u> (application) letters/sent letters to <u>a lot of/hundreds/many</u> companies</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>was asked to go for an interview/went for an interview</li> </ul> <p style="text-align: right;"><b>(Any one from two)</b></p>	1	Emails	Sent a letter Certain
4.	(d)	(ii)	<ul style="list-style-type: none"> <li>in a contact lens(es) factory/company/enterprise/business/firm</li> </ul>	1	Fabric lentil	In a factory
4.	(e)		<ul style="list-style-type: none"> <li>didn't know anyone/any people/had to get to know people (for the first time)</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>first time (in his life) he had lived/worked outside of France</li> </ul> <p style="text-align: right;"><b>(Any one from two)</b></p>	1	No knowledge of the job He is the only French person	First time he had been outside France

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient				
4.	(f)	<table border="1"> <tr> <td>Employer</td> <td> <ul style="list-style-type: none"> <li>Introduced/presented/showed/greeted him to <u>everyone/(all) his colleagues</u> (any spelling)</li> </ul> </td> </tr> <tr> <td>Company</td> <td> <ul style="list-style-type: none"> <li>Training (course) for <u>three weeks</u></li> </ul> </td> </tr> </table> <p>Accept transposed information.</p>	Employer	<ul style="list-style-type: none"> <li>Introduced/presented/showed/greeted him to <u>everyone/(all) his colleagues</u> (any spelling)</li> </ul>	Company	<ul style="list-style-type: none"> <li>Training (course) for <u>three weeks</u></li> </ul>	2	Wrong specific ie 2 weeks Placement formation	They check on him Reassure him that everything would be fine  Organise a meeting
Employer	<ul style="list-style-type: none"> <li>Introduced/presented/showed/greeted him to <u>everyone/(all) his colleagues</u> (any spelling)</li> </ul>								
Company	<ul style="list-style-type: none"> <li>Training (course) for <u>three weeks</u></li> </ul>								
4.	(g)	<ul style="list-style-type: none"> <li>going for <u>walk(s)</u> at/along the <u>sea(side)/beach/coast/coastline/shore</u></li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>Scottish <b>people</b> are <b>more</b> relaxed (than the French)</li> </ul> <p style="text-align: right;"><b>(Any one from two)</b></p>	1	Border The river (bank)	walks Going to the sea(side) promenade  Scotland is/It's more relaxing than France His family come to visit				

Question	Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
4. (h)	<ul style="list-style-type: none"> <li>• they contact each other/tell each other news <u>often/regularly</u>/they can see each other <u>regularly</u>/they keep him up to date <u>regularly</u></li> <li>• <u>flights</u> aren't expensive/it's cheap <u>to fly</u></li> <li>• (so) they can see each other <u>regularly</u></li> </ul> <p><b>NB: Fly over to see him regularly = 1 mark</b></p> <p style="text-align: right;"><b>(Any two from three)</b></p>	<b>2</b>	Calls are not expensive He has made a lot of new friends His family are with him Scotland	It isn't expensive It is cheap There are many flights

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
4.	(i)	<ul style="list-style-type: none"> <li>• (doesn't know what to wear because) the weather is (very) changeable/ changes a lot</li> <li>• food not as varied as (in France)/the food is more varied in France/ there isn't a variety of food</li> <li>• the roads/streets are (in) bad (state)/in poor condition/the roads in France are better</li> </ul> <p style="text-align: right;"><b>(Any two from three)</b></p>	2	Any mention of "time" eg time difference          routes	Temperature Weather is different   Food is bad/good Food isn't the same Nutrition isn't varied  Traffic is bad
4.	(j)	<ul style="list-style-type: none"> <li>• to spend their/her <u>retirement</u>/to <u>retire</u></li> </ul>	1	To rest/relax Return to their old house Sit/pass her studies	To spend their pension Old age

[END OF MARKING INSTRUCTIONS]



**2014 French**

**Intermediate 2 Listening**

**Finalised Marking Instructions**

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## **Part One: General Marking Principles for French Intermediate 2 – 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 specific Marking Instructions for each question.

- (a)** Marks for each candidate response must always be assigned in line with these general marking principles and the specific Marking Instructions for the relevant question. 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/Principal Assessor.
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### **GENERAL MARKING ADVICE: French Intermediate 2 – Listening**

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**Part Two: Marking Instructions for each Question**

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient						
1	(a)	<table border="1"> <tr> <td>Lasroix</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Lacroex</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Lacroix</td> <td><input checked="" type="checkbox"/></td> </tr> </table> <p><b>More than one box ticked = 0 mark</b></p>	Lasroix	<input type="checkbox"/>	Lacroex	<input type="checkbox"/>	Lacroix	<input checked="" type="checkbox"/>	1		
Lasroix	<input type="checkbox"/>										
Lacroex	<input type="checkbox"/>										
Lacroix	<input checked="" type="checkbox"/>										
1.	(b)	<ul style="list-style-type: none"> <li>• <u>eat</u> in the (bed) room(s)/do not eat in room/eat in bed</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• make <u>noise</u> after 10.00(pm)</li> </ul> <p><b>(Any one from two)</b></p>	1	Smoke	<p>Eat (on its own) Make a mess drink</p> <p>Stay up late/after 10 Go out/leave after 10</p>						
1.	(c)	<ul style="list-style-type: none"> <li>• be on time/punctual</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• listen to/follow instructions (given by the instructors/monitors/mentors)/listen to instructors</li> </ul> <p><b>(Any one from two)</b></p>	1	On the monitor Watch the monitor							
1.	(d)	<p>Breakfast is served at <b>8(am)</b> and dinner at <b>7.30(pm)/19:30</b></p> <p><b>NB: both required for the mark</b></p>	1	Wrong times							

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient						
1.	(e)	<ul style="list-style-type: none"> <li>horse-riding (in the countryside)</li> <li>visit the (old/village) church(es)/chapel(s)</li> </ul>	2	swimming	Go to/walk to the countryside  Visit the village town						
2.	(a)	<ul style="list-style-type: none"> <li><u>history</u> teacher</li> </ul>	1	professor	Helper teacher						
2.	(b)	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">She is an only child</td> <td style="text-align: center; width: 20px;"><input checked="" type="checkbox"/></td> </tr> <tr> <td style="padding: 2px;">She has two brothers and two sisters</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="padding: 2px;">She doesn't get on well with her parents</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table> <p><b>More than one box ticked = 0 mark</b></p>	She is an only child	<input checked="" type="checkbox"/>	She has two brothers and two sisters	<input type="checkbox"/>	She doesn't get on well with her parents	<input type="checkbox"/>	1		
She is an only child	<input checked="" type="checkbox"/>										
She has two brothers and two sisters	<input type="checkbox"/>										
She doesn't get on well with her parents	<input type="checkbox"/>										
2.	(c)	<ul style="list-style-type: none"> <li>(always spend) holiday(s) together</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>phone each other <u>often/a lot/all the time</u></li> </ul> <p style="text-align: right;"><b>(Any one from two)</b></p>	1	Spend every day of the holidays together	Have been on <u>a</u> holiday						



Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
2.	(d)	<ul style="list-style-type: none"> <li>(plane) ticket/holiday/trip to <u>USA/US/America</u></li> </ul>	1		Went on a plane
2.	(e)	<ul style="list-style-type: none"> <li>Flew/travelled first class/premier class</li> <li>they/everyone sang happy birthday to her</li> <li>her mum was on the plane/they gave her mum a ticket too</li> </ul> <p><b>NB: went first class with her mum = 2 marks</b></p> <p><b>(Any two from three)</b></p>	2	Parents Her mum took her to the plane	First class holiday Cousins/her class sang happy birthday
2.	(f)	<ul style="list-style-type: none"> <li>five star(s)</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>Spectacular/great <b>view(s)</b></li> </ul> <p><b>(Any one from two)</b></p>	1		Luxury/deluxe  They were spectacular

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
3.	(a)	<ul style="list-style-type: none"> <li>Liked/loved languages</li> <li><u>Loved/liked</u>/adored reading/books/literature/to read</li> <li>(always) had (a lot of) imagination</li> </ul> <p><b>NB: Tense irrelevant</b></p> <p><b>(Any two from three)</b></p>	2		<p>He wanted to be an author</p> <p>He reads He loved to write He discovered children's literature He worked in a/loved the library</p> <p>It's good for his imagination</p>
3.	(b)	<ul style="list-style-type: none"> <li>8 years ago</li> </ul>	1	When he was 8	
3.	(c)	<ul style="list-style-type: none"> <li>spend many hours alone/at your desk/in your office/ on a terrace of a cafe</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>difficult to write <u>new</u> stories/books/difficult to think of <u>new</u> ideas</li> </ul> <p><b>(Any one from two)</b></p>	1	<p>Spends a lot of money</p> <p>History stories Difficult to get privacy</p>	<p>Works long hours Lots of people recognise him Hard to concentrate Takes a long time to write a book Spend a lot of time in a café</p>

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
3.	(d)	<ul style="list-style-type: none"> <li>his relationship with his parents/how he gets on with his parents</li> <li>his <u>student life</u>/life as a student/his life at university</li> <li>his <u>first</u> love/girlfriend/boyfriend/relationship</li> </ul> <p style="text-align: right;"><b>(Any two from three)</b></p>	<b>2</b>	Doesn't get on with his parents Relationship with other students He has lost/has no parents  Didn't enjoy school  death	Confronts problems   His studies  Things he loves His love life/he is in love
3.	(e)	<ul style="list-style-type: none"> <li>on ground floor/level</li> <li><u>opposite/facing/in front of/across from</u> the supermarket</li> </ul> <p style="text-align: right;"><b>(Any one from two)</b></p>	<b>1</b>	Café Market Bookstore/book shop	First floor  Commercial centre at/in/next to/outside

[END OF MARKING INSTRUCTIONS]



**2014 French**

**Intermediate 2 Writing**

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## Part One: General Marking Principles for French Intermediate 2 – Writing

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- (b) Marking should always be positive ie, marks should be awarded for what is correct and not deducted for errors or omissions.

### GENERAL MARKING ADVICE: French Intermediate 2 – Writing

The marking schemes are written to assist in determining the “minimal acceptable answer” rather than listing every possible correct and incorrect answer. The following notes are offered to support Markers in making judgements on candidates’ evidence, and apply to marking both end of unit assessments and course assessments.

Task:	Letter of application for a job abroad, including information specified in a number of bullet points.						
Assessment Process:	<table><tr><td>1</td><td>With reference to <i>Content, Accuracy and Language Resource</i>, assess the overall quality of the response and allocate it to a pegged mark.</td></tr><tr><td>2</td><td>Check that all 5 unavoidable bullet points have been addressed. (There are 7 bullets, 2 of which include the words “if any” and will not incur penalties if omitted.)</td></tr><tr><td>3</td><td>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.</td></tr></table>	1	With reference to <i>Content, Accuracy and Language Resource</i> , assess the overall quality of the response and allocate it to a pegged mark.	2	Check that all 5 unavoidable bullet points have been addressed. (There are 7 bullets, 2 of which include the words “if any” and will not incur penalties if omitted.)	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.
1	With reference to <i>Content, Accuracy and Language Resource</i> , assess the overall quality of the response and allocate it to a pegged mark.						
2	Check that all 5 unavoidable bullet points have been addressed. (There are 7 bullets, 2 of which include the words “if any” and will not incur penalties if omitted.)						
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	20	<ul style="list-style-type: none"> <li>All five compulsory areas are covered fully, in a balanced way, including some complex sentences.</li> <li>Candidates cover the initial bullet points very correctly and competently but also provide detailed information in response to the later bullet points, which are specific to the job advert in question.</li> <li>A range of verbs/verb forms, tenses and constructions is used.</li> <li>Overall this comes over as a competent, well thought-out and serious application for a job.</li> </ul>	<ul style="list-style-type: none"> <li>The candidate handles all aspects of grammar and spelling accurately, although the language may contain 1 or 2 minor errors.</li> <li>Where the candidate attempts to use language more appropriate to Higher, a slightly higher number of inaccuracies need not detract from the overall very good impression.</li> </ul>	<ul style="list-style-type: none"> <li>The candidate is comfortable with the first person of the verb and generally uses a different verb or verb form in each sentence.</li> <li>Some modal verbs and infinitives may be used, especially at Bullet Point (BP) 5.</li> <li>There is good use of tenses, adjectives, adverbs and prepositional phrases and, where appropriate, word order.</li> <li>The candidate uses co-ordinating conjunctions and/or subordinate clauses, especially from BP 3.</li> <li>The language flows well.</li> </ul>
Good	16	<ul style="list-style-type: none"> <li>All five compulsory tasks are addressed, perhaps mainly using less complex sentences.</li> <li>The responses to bullet points 4 and 5 may be thin, although earlier points are dealt with in some detail.</li> <li>The candidate uses a reasonable range of verbs/verb forms.</li> </ul>	<ul style="list-style-type: none"> <li>The candidate handles verbs accurately but simply.</li> <li>There are some errors in spelling, adjective endings and, where relevant, case endings.</li> <li>Use of accents is less secure.</li> <li>Where the candidate is attempting to use more complex vocabulary and structures, these may be less successful, although basic structures are used accurately.</li> <li>There may be one or two examples of inappropriately selected vocabulary, especially in the later bullet points.</li> </ul>	<ul style="list-style-type: none"> <li>There may be repetition of verbs.</li> <li>Where relevant, word order is simple.</li> <li>There may be examples of listing, in particular at BP 3, without further amplification.</li> <li>There may be one or two examples of a co-ordinating conjunction, but most sentences are simple sentences.</li> <li>The candidate keeps to more basic vocabulary and structures in the final two bullet points and may only ask for one piece of information eg How much will I earn?</li> </ul>

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Satisfactory	12	<ul style="list-style-type: none"> <li>• The candidate uses mainly simple, basic sentences.</li> <li>• The language is fairly repetitive and uses a limited range of verbs and fixed phrases, eg <i>I like; I go; I play</i>.</li> <li>• Area 4 (reasons for application) may be covered in a rather vague manner.</li> <li>• Area 5 (questions) may be addressed either with a general question or one single specific question, frequently about money or time off.</li> </ul>	<ul style="list-style-type: none"> <li>• The verbs are generally correct, but basic.</li> <li>• There are quite a few errors in other parts of speech – gender of nouns, cases, singular/plural confusion.</li> <li>• Prepositions may be missing eg <i>I go the town</i>.</li> <li>• While the language may be reasonably accurate in the first three areas, in the remaining two, control of the language structure may deteriorate significantly.</li> <li>• Overall, there is more correct than incorrect.</li> </ul>	<ul style="list-style-type: none"> <li>• The candidate copes with the first and third person of a few verbs.</li> <li>• A limited range of verbs are used on a number of occasions.</li> <li>• Sentences are basic and mainly brief.</li> <li>• There is minimal use of adjectives, probably mainly after “is” eg <i>Chemistry is interesting</i>.</li> <li>• The candidate has a weak knowledge of plurals.</li> <li>• There may be several spelling errors eg reversal of vowel combinations.</li> </ul>
Un-satisfactory	8	<ul style="list-style-type: none"> <li>• The content is basic.</li> <li>• The language is repetitive, eg <i>I like, I go, I play</i> may feature several times within one area.</li> <li>• As far as content is concerned, there may be little difference between Satisfactory and Unsatisfactory.</li> <li>• While the language used to address BP 1 and 2 is reasonably accurate, serious errors appear during BP 3.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to form tenses is inconsistent.</li> <li>• There are errors in many other parts of speech – gender of nouns, cases, singular/plural confusion.</li> <li>• Several errors are serious, perhaps showing mother tongue interference.</li> <li>• There may be one sentence which is not intelligible to a sympathetic native speaker.</li> <li>• The final two areas may be very weak.</li> <li>• Overall, there is more incorrect than correct.</li> </ul>	<ul style="list-style-type: none"> <li>• The candidate copes mainly only with the personal language required at BP 1 and 2.</li> <li>• The verbs “is” and “study” may also be used correctly.</li> <li>• Sentences are basic.</li> <li>• An English word may appear in the writing.</li> <li>• There may be an example of serious dictionary misuse.</li> </ul>

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Poor	4	<ul style="list-style-type: none"> <li>The content and language are very basic.</li> </ul>	<ul style="list-style-type: none"> <li>Many of the verbs are incorrect.</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.</li> <li>The language is probably inaccurate throughout the writing.</li> <li>Three or four sentences may not be understood by a sympathetic native speaker.</li> </ul>	<ul style="list-style-type: none"> <li>The candidate cannot cope with more than 1 or 2 basic verbs.</li> <li>The candidate displays almost no knowledge of the present tense of verbs.</li> <li>Verbs used more than once may be written differently on each occasion.</li> <li>Sentences are very short.</li> <li>The candidate has a very limited vocabulary.</li> <li>Several English words may appear in the writing.</li> <li>There are examples of serious dictionary misuse.</li> </ul>
Very Poor	0	<ul style="list-style-type: none"> <li>The content is very basic</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>The candidate has not completed at least three of the core bullet points.</li> </ul>	<ul style="list-style-type: none"> <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>The candidate copes only with “have” and “am”.</li> <li>Very few words are correctly written in the foreign language.</li> <li>English words are used.</li> <li>There may be several examples of mother tongue interference.</li> <li>There may be several examples of serious dictionary misuse.</li> </ul>



<b>What if ...?</b>	
the candidate has failed to copy out the introductory section or has not adapted it to the correct gender?	Pay minimal attention to this. However, it is an initial indication that the candidate probably will not attain the top mark.
three bullet points fit into one category but two others are in the next, lower category?	<p>This is often an indication that you would award the higher category.</p> <p>However, it may be wise to consider which bullet points are better. If the better sections include the first and second bullet points, which are more basic, you are less likely to be generous than if the final bullet points were of a better quality. You must look carefully at the quality of the candidate's work and then come to a decision. When in doubt give the candidate the benefit of the doubt.</p>
the candidate very clearly is applying for an entirely different job to the one on the examination paper?	<p>The maximum award which can be given is 8/20, if the language is considered to be worth 12 or more.</p> <p>If the language is assessed at 8, award the mark 4.</p> <p>Otherwise, award 0.</p>

[END OF MARKING INSTRUCTIONS]