



**2014 Italian**

**Intermediate 2 Reading**

**Finalised Marking Instructions**

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## **Part One: General Marking Principles for Italian 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. *You can do this by posting a question on the Marking Team forum or by e-mailing/phoning the e-marker Helpline.*
- (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: Italian 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>Children (mostly) from three to seven (years of age)</li> </ul>	1	Any wrong age	
1.	(b)	<ul style="list-style-type: none"> <li>He worked only four hours a day</li> </ul>	1		Works a short time
1.	(c)	<ul style="list-style-type: none"> <li>The lesson(s) are/were it/gets cancelled (that day)</li> </ul>	1		The pool closes Everything gets cancelled
1.	(d)	<ul style="list-style-type: none"> <li>It is a satisfying job/great satisfaction in the job</li> <li>The other instructors are/were (usually) nice/friendly/pleasant</li> </ul>	2		Work was satisfactory kind

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
2.	(a)	<ul style="list-style-type: none"> <li>• Her adolescent son asks/wants to go on holiday on his own/alone/by himself</li> <li>• Her six year old son doesn't want to/won't play with anyone</li> </ul>	2	<p>If they could go on holiday alone</p> <p>Doesn't have anyone to play with</p>	
2.	(b)	<ul style="list-style-type: none"> <li>• His daughter is always/constantly asking for (money for an) ice cream(s)</li> <li>• Doesn't do/want to help with housework</li> <li>• Doesn't want to eat at the right/proper time(s)</li> </ul> <p style="text-align: right;"><b>(Any 2 from 3)</b></p>	2		Keeps eating/buying ice cream
2.	(c)	<ul style="list-style-type: none"> <li>• It helps (the) children to become independent</li> </ul>	1		

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
3.	(a)	<ul style="list-style-type: none"> <li>Is there (not) enough/much/anything/nothing to do for young people where you live?</li> </ul> <b>Or</b> <ul style="list-style-type: none"> <li>Are you doing/do you have/have you done an interesting work experience?</li> </ul>	1		<p>An experience of interesting work</p> <p>Would you like...</p>
3.	(b)	<ul style="list-style-type: none"> <li>(you just need an) internet (connection)/connect to internet</li> <li>three minutes' (time)</li> </ul> <p style="text-align: right;"><b>(Any 1 from 2)</b></p>	1		
3.	(c)	<ul style="list-style-type: none"> <li>to meet/(get to)know/meeting new people (like you/me)</li> </ul>	1		
3.	(d)	<ul style="list-style-type: none"> <li>You can register your diary for free/without spending a euro/a thing/any money</li> </ul>	1		
3.	(e)	<ul style="list-style-type: none"> <li>Your diary must have/it needs (more than/at least) a hundred readers/followers a day/each day/every day/ To be read a hundred times each day</li> </ul>	1		

Question			Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
4.	(a)	(i)	<ul style="list-style-type: none"> <li>• She started work as a model/was a model/started to do modelling</li> </ul>	1		
4.	(a)	(ii)	<ul style="list-style-type: none"> <li>• She became (one of) the most photographed model(s) in the world</li> </ul>	1		Her photos were/she was photographed all over the world
4.	(b)	(i)	<ul style="list-style-type: none"> <li>• She had lots of complexes/hang ups</li> </ul>	1		Complications/she was very complex
4.	(b)	(ii)	<ul style="list-style-type: none"> <li>• She felt/considered herself ugly</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>• She was too/very tall and thin</li> </ul>	1		
4.	(b)	(iii)	<ul style="list-style-type: none"> <li>• She was completely different (from others/other girls)</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>• She/it was/is the opposite of/contrasted with (typical) Mediterranean beauty/beauty in Sicily/not many Sicilians are blond</li> </ul>	1		
4.	(c)		<ul style="list-style-type: none"> <li>• She started to feel/became/was happy/happier/better</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>• Nobody told/kept telling her/tried to get her to eat to put on weight</li> </ul>	1		

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
4.	(d)	<ul style="list-style-type: none"> <li>Not to worry about/be preoccupied with/think about/listen to the opinions of others</li> </ul> <b>Or</b> <ul style="list-style-type: none"> <li>Being different means being special/it's good to be different</li> </ul>	1		
4.	(e)	(i) <ul style="list-style-type: none"> <li>He formed a/the band ('The Lost')</li> </ul>	1		Was in
4.	(e)	(ii) <ul style="list-style-type: none"> <li>He/his band had (lots of)/success/became famous through it/thanks to it/on/in it</li> </ul>	1		
4.	(f)	(i) <ul style="list-style-type: none"> <li>Continue to spend hours (and hours) on internet to publicise/promote/make public my/his music</li> </ul>	1		Publicise his music Put music on internet
4.	(f)	(ii) <ul style="list-style-type: none"> <li>To continue to insist/keep trying</li> </ul> <b>Or</b> <ul style="list-style-type: none"> <li>To count always/only on yourself</li> </ul>	1		Do what you want
4.	(f)	(iii) <ul style="list-style-type: none"> <li>Not to be embarrassed if you want to be alone/stay at home</li> </ul> <b>Or</b> <ul style="list-style-type: none"> <li>It is not necessary to invent/make up excuses for friends</li> </ul>	1		
4.	(g)	<ul style="list-style-type: none"> <li>She has (already) made/been in (more than) ten/many films</li> </ul>	1		

Question			Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
4.	(h)	(i)	<ul style="list-style-type: none"> <li>not to be afraid of new possibilities (that life presents)</li> </ul>	1		In your present life
4.	(h)	(ii)	<ul style="list-style-type: none"> <li>Travel</li> </ul> <b>Or</b> <ul style="list-style-type: none"> <li>Look/search/go for new opportunities</li> </ul> <b>Or</b> <ul style="list-style-type: none"> <li>Learn many things/languages</li> </ul>	1		

**Total (30)**

[END OF MARKING INSTRUCTIONS]





**2014 Italian**

**Intermediate 2 Listening**

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## **Part One: General Marking Principles for Italian Intermediate 2 - Listening**

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### **GENERAL MARKING ADVICE: Italian 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)	<ul style="list-style-type: none"> <li>• He got on (very) well with them</li> </ul> <b>Or</b> <ul style="list-style-type: none"> <li>• They were very generous</li> </ul>	1		
1.	(b) (i)	<ul style="list-style-type: none"> <li>• In a hospital</li> </ul>	1		Don't penalise 'nurse'
1.	(b) (ii)	<ul style="list-style-type: none"> <li>• To study drama/theatre/acting</li> </ul>	1		
1.	(c)	<ul style="list-style-type: none"> <li>• A French <u>boy/student</u></li> </ul> <b>Or</b> <ul style="list-style-type: none"> <li>• Vittorio's/his room mate</li> </ul> <b>Or</b> <ul style="list-style-type: none"> <li>• A student spending a year abroad {any one from three}</li> </ul>	1	A friend of Francis	He's French An exchange student
1.	(d)	<ul style="list-style-type: none"> <li>• They ate/Eating (so) early/earlier (in the evening)</li> </ul> <b>Or</b> <ul style="list-style-type: none"> <li>• They ate/Eating at six o'clock {any one from two}</li> </ul>	1		
1.	(e)	<ul style="list-style-type: none"> <li>• He had less homework (than in Italy)/not much homework</li> </ul> <b>Or</b> <ul style="list-style-type: none"> <li>• There were no classes on Saturday (mornings)</li> </ul>	1	Not much homework in Italy Sunday	
1.	(f)	<ul style="list-style-type: none"> <li>• He improved/it helped his English/he learned more English</li> <li>• He made (lots of new) friends</li> </ul>	2		He learned English

Question			Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
2.	(a)	(i)	<ul style="list-style-type: none"> <li>• She is tired of/bored with/fed up with/sick of studying</li> </ul>	1		Hates studying  Take a break from studying
2.	(a)	(ii)	<ul style="list-style-type: none"> <li>• (She prefers to) earn money/get a job</li> </ul> <b>Or</b> <ul style="list-style-type: none"> <li>• (She prefers to) do something different</li> </ul>	1		
2.	(b)	(i)	<ul style="list-style-type: none"> <li>• Work as a waitress/on a boat</li> </ul> <b>Or</b> <ul style="list-style-type: none"> <li>• Work for/help a wealthy/English family</li> </ul> <b>Or</b> <ul style="list-style-type: none"> <li>• Travel around</li> </ul>	1		stay with an English family see her English family
2.	(b)	(ii)	<ul style="list-style-type: none"> <li>• Visit the South of France/beautiful places/the Mediterranean coast/the coast of Spain</li> </ul> <b>Or</b> <ul style="list-style-type: none"> <li>• Get a (lovely) sun tan</li> </ul>	1		Visit France/Spain
2.	(c)		<ul style="list-style-type: none"> <li>• (By) work(ing) in a shop</li> </ul>	1		Save up money from her job
2.	(d)		<ul style="list-style-type: none"> <li>• Go skiing/ski</li> </ul>	1		

Question			Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
3.	(a)		<ul style="list-style-type: none"> <li>• He went to the (school) gym</li> </ul> <b>Or</b> <ul style="list-style-type: none"> <li>• He played volleyball with his friends</li> </ul>	1	basketball	
3.	(b)		<ul style="list-style-type: none"> <li>• He had (lots of) books to read/lots of/was busy with studying</li> </ul>	1		Don't penalise 'for university'
3.	(c)		<ul style="list-style-type: none"> <li>• Because he missed/he could get/there was/(good) Italian coffee</li> </ul>	1		An Italian cafe
3.	(d)		<ul style="list-style-type: none"> <li>• The big/famous castle/the castle in the centre/Edinburgh Castle</li> </ul> <b>Or</b> <ul style="list-style-type: none"> <li>• The National Museum/the Museum of Scotland</li> </ul>	1		A castle  A museum
3.	(e)	(i)	<ul style="list-style-type: none"> <li>• A trip/excursion to the lochs/lakes/to the north (of Scotland)</li> </ul>	1		
3.	(e)	(ii)	<ul style="list-style-type: none"> <li>• The weather wasn't (very) nice</li> </ul> <b>Or</b> <ul style="list-style-type: none"> <li>• The scenery/countryside was stupendous/marvellous/amazing</li> </ul> <b>Or</b> <ul style="list-style-type: none"> <li>• He took lots of/many photos</li> </ul>	1		It was stupendous

**Total (20)**

[END OF MARKING INSTRUCTIONS]



**2014 Italian**

**Intermediate 2 Writing**

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

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### GENERAL MARKING ADVICE: Italian 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]