



**2015 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>• Can accommodate <u>12</u> people</li> <li>• Completely renovated (a year ago / last year)</li> <li>• Is equipped with has all modern comforts / appliances / conveniences / equipment / is modern</li> </ul> <p style="text-align: right;"><b>(Any 2 from 3)</b></p>	<b>2</b>	In summer	
1.	(b)	<ul style="list-style-type: none"> <li>• A big <u>covered</u> terrace</li> <li>• Can eat in the shade outdoors</li> </ul> <p style="text-align: right;"><b>(Any 1 from 2)</b></p>	<b>1</b>		<p>A big terrace</p> <p>It was very hot</p>
1.	(c)	<ul style="list-style-type: none"> <li>• (Bath) towels</li> <li>• Heating</li> <li>• Cleaning service <u>at the end of the visit / after your stay</u></li> </ul> <p style="text-align: right;"><b>(Any 2 from 3)</b></p>	<b>2</b>	Until the end of your stay	bath

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
2.	(a)	<ul style="list-style-type: none"> <li>• (Can) play outside</li> <li>• (Can) play safely / it is secure</li> </ul> <p style="text-align: right;"><b>(Any 1 from 2)</b></p>	1		There is a lot of security
2.	(b)	<ul style="list-style-type: none"> <li>• There are a lot of sheep <u>in the fields nearby</u></li> </ul>	1		around the cottage
2.	(c)	<ul style="list-style-type: none"> <li>• 15 minutes <u>on foot</u></li> </ul>	1	14 minutes	
2.	(d)	<ul style="list-style-type: none"> <li>• Every Tuesday <u>morning</u>/on Tuesday <u>morning(s)</u></li> </ul>	1		
2.	(e)	<ul style="list-style-type: none"> <li>• <u>Fresh</u> produce</li> <li>• <u>Hand</u> bags</li> <li>• <u>Leather</u> belts</li> </ul> <p style="text-align: right;"><b>(Any 2 for one mark)</b></p>	1	Chilled strawberries	Picked by hand

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
3.	(a)	<ul style="list-style-type: none"> <li>• <u>Welcome</u> basket/pack</li> <li>• <u>Homemade</u> butter</li> <li>• (All the) information about places to visit (in the region)</li> </ul> <p style="text-align: right;"><b>(Any 2 from 3)</b></p>	2		<p>How welcome they were</p> <p>Butter in the house</p>
3.	(b)	<ul style="list-style-type: none"> <li>• The sunset</li> </ul>	1		Lie down in the sun
3.	(c)	<ul style="list-style-type: none"> <li>• Air-conditioning in the (bed)rooms</li> <li>• A dishwasher (in the kitchen)</li> </ul>	2	<p>Climatised</p> <p>Washing machine dishes</p>	

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
4.	(a)	<ul style="list-style-type: none"> <li>To save (money)/put money aside</li> <li>To not be bored during the holidays / for something to do in the summer</li> </ul>	2		Have / earn money Get money on the side To get experience
4.	(b)	<ul style="list-style-type: none"> <li>She started looking in <u>March</u></li> <li>Went to hotels in person/knocked on door of all hotels / door to door</li> </ul> <p style="text-align: right;"><b>(Any 1 from 2)</b></p>	1		
4.	(c)	<ul style="list-style-type: none"> <li>Hoovered the <u>public areas / common rooms</u></li> <li>Helped with the <u>breakfast</u> service</li> <li><u>Replaced</u> the receptionists on their days off</li> </ul> <p style="text-align: right;"><b>(Any 2 from 3)</b></p>	2	toilets	She was a receptionist
4.	(d)	<ul style="list-style-type: none"> <li>Meeting people <u>around the world</u></li> <li>Translating from French into English / English into French</li> </ul> <p style="text-align: right;"><b>(Any 1 from 2)</b></p>	1		Speaking English / French

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
4.	(e)	<ul style="list-style-type: none"> <li>Getting up / waking up <u>early</u></li> <li>Being on her feet all day / standing all day</li> <li>Following orders from her boss</li> </ul> <p style="text-align: right;"><b>(Any 2 from 3)</b></p>	<b>2</b>	Attending to orders	Getting ready Standing every day The long hours
4.	(f)	<ul style="list-style-type: none"> <li>To widen his (professional) horizons</li> <li>To practise his foreign languages</li> </ul>	<b>2</b>		His future professions
4.	(g)	<ul style="list-style-type: none"> <li>Look for a job in a <u>children's</u> camp</li> <li>Look for a job in <u>America</u></li> </ul> <p style="text-align: right;"><b>(Any 1 from 2)</b></p>	<b>1</b>		
4.	(h)	<ul style="list-style-type: none"> <li>His CV was more detailed</li> <li>Felt more at ease during the interview</li> </ul>	<b>2</b>		Comfortable talking to people Comforting interview

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
4.	(i)	<ul style="list-style-type: none"> <li>• He got on well with the other (camp) reps / leaders / colleagues</li> <li>• He learned how to live in a different country / got to live in a different country</li> <li>• He <u>improved</u> his linguistic skills / competence / languages</li> </ul> <p style="text-align: right;"><b>(Any 2 from 3)</b></p>	<b>2</b>		<p>Understood other reps</p> <p>Learned about different countries</p> <p>His linguistics</p>

[END OF MARKING INSTRUCTIONS]



**2015 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.
- (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 – Listening**

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>A (big) <u>luxury</u> hotel</li> <li>Abroad / in a foreign country / different country</li> </ul> <p style="text-align: right;"><b>(Any 1 from 2)</b></p>	1		Flat A big hotel
1.	(b)		<ul style="list-style-type: none"> <li>Want to relax</li> <li>Work all year / they don't have to work / they are far from work</li> </ul> <p style="text-align: right;"><b>(Any 1 from 2)</b></p>	1	Enjoy the journey	Housework
1.	(c)		<ul style="list-style-type: none"> <li>Go to the library</li> <li>Research the history of her <u>region / town / area</u></li> <li>(Draw up) <u>a list</u> of outings / things to do / decide where they are going</li> </ul> <p style="text-align: right;"><b>(Any 2 from 3)</b></p>	2		history
1.	(d)	(i)	<ul style="list-style-type: none"> <li>(Go for) a bike ride</li> <li>Explore the <u>forest(s)</u> / wood(s)</li> </ul> <p style="text-align: right;"><b>(Any 1 from 2)</b></p>	1	town	explore
1.	(d)	(ii)	<ul style="list-style-type: none"> <li>Visit the museum(s)</li> <li>Go window shopping</li> </ul> <p style="text-align: right;"><b>(Any 1 from 2)</b></p>	1		

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
1.	(e)	<ul style="list-style-type: none"> <li>• (have to do) housework (everyday) / chores</li> <li>• (have to) walk her dog (everyday) / look after her dog</li> </ul> <p style="text-align: right;"><b>(Any 1 from 2)</b></p>	1		
2.	(a)	<ul style="list-style-type: none"> <li>• (Always) spent holidays at his aunt's house / with his aunt</li> <li>• (Always) spent holidays in Germany</li> </ul> <p style="text-align: right;"><b>(Any 1 from 2)</b></p>	1		Same holiday every year
2.	(b)	<ul style="list-style-type: none"> <li>• <u>25%</u> reduction on transport / 25% off transport</li> <li>• Advantages for accommodation / money off accommodation</li> <li>• Advantages in shops / money off shops</li> </ul> <p style="text-align: right;"><b>(Any 2 from 3)</b></p>	2	magazines	Cheaper transport
2.	(c)	<ul style="list-style-type: none"> <li>• Too expensive / dear</li> <li>• Weather not good / weather bad</li> </ul> <p style="text-align: right;"><b>(Any 1 from 2)</b></p>	1		Food was expensive Wasn't warm

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
2.	(d)	<ul style="list-style-type: none"> <li>• <u>Beautiful</u> beach(es)</li> <li>• The people <u>were less stressed</u> / calmer (than in Paris) / it is less stressful</li> </ul> <p style="text-align: right;"><b>(Any 1 from 2)</b></p>	1		
2.	(e)	<ul style="list-style-type: none"> <li>• They had a lot in common / same interests</li> <li>• They taught him French songs / they sang in French / French songs</li> </ul> <p style="text-align: right;"><b>(Any 1 from 2)</b></p>	1		<p>Got on well Very friendly Lots to talk about Similar ages They were nice</p> <p>Helped him learn French</p>

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient								
3.	(a)	<ul style="list-style-type: none"> <li>The town was lively / busy / animated</li> <li>The <u>enormous</u> / <u>big</u> / <u>huge</u> buildings</li> <li>The <u>noise</u> of traffic (was awful) / it was loud / noisy</li> </ul> <p style="text-align: right;"><b>(Any 2 from 3)</b></p>	2		Everyone was friendly The town was big Too many cars								
3.	(b)	<table border="1"> <tr> <td>There were more pupils per class.</td> <td></td> </tr> <tr> <td>The classrooms were bigger.</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>The teachers were less strict.</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>The pupils didn't listen to the teachers.</td> <td></td> </tr> </table>	There were more pupils per class.		The classrooms were bigger.	✓	The teachers were less strict.	✓	The pupils didn't listen to the teachers.		2		
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The classrooms were bigger.	✓												
The teachers were less strict.	✓												
The pupils didn't listen to the teachers.													
3.	(c)	<ul style="list-style-type: none"> <li>Always the same dishes / food or more variety in France</li> <li>The food was very fatty / unhealthy / contained too many calories / was not nutritious</li> </ul> <p style="text-align: right;"><b>(Any 1 from 2)</b></p>	1		Horrible / not nice								
3.	(d)	<ul style="list-style-type: none"> <li>The (extreme) kindness of the family / the lovely / nice family</li> <li>The outings they made together / what they did together</li> <li>The (school) (end of year) dance / party / leaving party / prom</li> </ul> <p style="text-align: right;"><b>(Any 2 from 3)</b></p>	2		Amy's family People were friendly Family  Birthday party She will stay in contact by email								

[END OF MARKING INSTRUCTIONS]



**2015 French**

**Intermediate 2 Writing**

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

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### 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.
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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]