National Qualifications 2016

2016 Cantonese

Higher Reading

Finalised Marking Instructions

General Marking Principles for Higher Cantonese 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 detailed marking instructions, which identify the key features required in candidate responses.

(a)   Marks for each candidate response must <u>always</u> be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment.

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

(e)   The marks available in this Paper are as follows:
   (i)   Questions 1-6 require candidates to provide answers based on comprehension of information from the text. The marks available for each question range between 1-3 marks.
   (ii)   Question 7 is the overall purpose question. For this question candidates must draw meaning from their overall understanding of the text. There is a maximum of two marks available for reference to the text and detailed comment. 1 mark is given for reference to the text and basic comment. 0 marks will be given where candidates show little or no understanding of the overall purpose of the text.
   (iii)   Question 8 is the translation. For this question candidates must translate the underlined section of the text. The section for translation will be divided into five sense units. For each sense unit, 2, 1 or 0 marks will be awarded: 2 marks for a full translation, 1 for partial translation, and 0 for an unsuccessful attempt.

(f)   For questions that ask candidates to 'state…' or 'give', candidates must give a brief, accurate response/name.

(g)   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.

(h)   For live Reading Marking Instructions, there will be a process of illustrating other acceptable answers.

Marking Instructions for each question

Section 1 - Reading

Question			Expected Answer(s)	Max Mark	Unacceptable Answers
1.	(a)		• <u>University</u> students do not dare/are too afraid to ask questions	1	do not ask/do not want to ask
	(b)		• Worried/think that their question(s) is not good enough/is stupid/not intelligent • (Worry about) others laughing at them	2	
2.	(a)		• When students do not ask questions	1	
	(b)		• Are students (actually/really/truly) learning?	1	studying
3.	(a)		• (The teacher/he) did not reply <u>immediately/at once/straight away</u> (in class) • (The teacher) says he will give (Zhao Min/her) the answer next time/class **(Any 1 from 2)**	1	
	(b)	(i)	• (The teacher/he) doesn't understand/doesn't know • Needs time to think (about it/the answer/question). **(Any 1 from 2)**	1	
		(ii)	• (Zhao Min/she) stops asking question(s)	1	
		(iii)	• (She thinks it) is meaningless/pointless/there is no point • It is a waste of time **(Any 1 from 2)**	1	not interesting

Question			Expected Answer(s)	Max Mark	Unacceptable Answers
4.	(a)		• For people who are working/already in work/ working people/workers • It is a computing course/about computers/ computer-related • Once a week, (lasting) <u>for</u> 3 hours **(Any 2 from 3)**	2	
	(b)		• To improve <u>professional</u> <u>skills/competence/development</u>	1	
	(c)	(i)	• (Teacher's/his) <u>tone of voice</u> was unfriendly • (The teacher/he) was very impatient • (The teacher/he) wants to know why (Zhao Min/she) is asking this question <u>now/at this time/point</u> • (Zhao Min/she) should ask the students who are (more) <u>hardworking</u> in her class (than Zhao Min/her) • (Teacher/he) says that Zhao Min/she should not interrupt his class **(Any 3 from 5)**	3	annoyed/angry
		(ii)	• She was <u>very</u> upset/sad	1	
5.			• (Having a question and asking it) is a correct/right/proper/good attitude towards learning • Regardless of how big or small/difficult or simple a question is still a question • Interaction leads to more learning (in class) • Teachers should encourage students to ask (more) questions/should not laugh at students **(Any 2 from 4)**	2	

Question			Expected Answer(s)	Max Mark	Additional Guidance
6.			The article informs about the importance of good dialogue between teachers and students. Specifically: • It is a teacher's responsibility to encourage students to ask questions • to cultivate the habit of asking questions • to resolve this problem the teacher must first change/improve their attitude	2	A mark of 2, 1 or 0 will be awarded for this question. Markers should follow this advice: | Marks	Commentary
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2	The candidate provides a clear answer, with justification that shows an accurate reading of the text. The answer clearly relates to the advice given in the "expected response" column.
1	The candidate provides an answer that may contain some degree of misreading, but that offers evidence of some justification.
0	The candidate's answer provides information to be found in the text by simply re-stating answers to previous questions.	
				(20)	

Question	Expected Response(s)	Max Mark	Additional Guidance
7.	**Translate into English:** **(lines 24-27)** **Translation** 如果老師對發問的學生的態度很不好， If the teacher's attitude is poor towards students who ask questions, 自然沒有學生敢在上課時問問題了。 naturally no student would dare to ask a question in class. 而且如果老師用嘲笑的語氣， In addition, if the teacher uses a mocking tone, 引起其他同學也嘲笑， which causes other classmates to laugh, 那麼，老師和學生的關係也會變得很差。 the relationship between the teacher and student may deteriorate.	10	The translation into English is allocated 10 marks. The text for translation will be divided into a number of sense units. Each sense unit is worth 2 marks, which will be awarded according to the quality and accuracy of the translation into English. In assessing the candidate's performance, the descriptions detailed below will be used. Each sense unit will be awarded one of the marks shown. **2 - Good:** Essential information and relevant details are understood and conveyed clearly and accurately, with appropriate use of English **1 - Satisfactory:** Essential information is understood and conveyed clearly and comprehensibly, although some of the details may be translated in an imprecise or inaccurate manner. The key message is conveyed in spite of inaccuracies and weaknesses in the use of English **0 - Unsatisfactory:** The candidate fails to demonstrate sufficient understanding of the essential information.

Text	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
Unit 1 如果老師對發問的學生的態度很不好，	If the teacher's attitude is poor towards students who ask questions,		
Unit 2 自然沒有學生敢在上課時問問題了。	naturally/then no student would dare to ask a question in class.	no student wants to ask a question	
Unit 3 而且如果老師用嘲笑的語氣，	In addition/also/and, if the teacher uses a mocking tone/laugh at them	laughing tone	
Unit 4 引起其他同學也嘲笑，	which causes other classmates to laugh,	omission of "other"	
Unit 5 那麼，老師和學生的關系也會變得很差。	the relationship between the teacher and student may deteriorate.	will be bad/worse	

[END OF MARKING INSTRUCTIONS]

2016 Cantonese

Higher Directed Writing

Finalised Marking Instructions

General Marking Principles for Higher Cantonese — Directed 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 a piece of extended writing in Chinese addressing a scenario that has four related bullet points. Candidates must address each bullet point. The first bullet point contains two pieces of information to be addressed. The remaining three bullet points contain one piece of information each. There is a choice of two scenarios and learners must choose one of these.

(b) Marks for each candidate response must **always** be assigned in line with these general marking principles and the specific Marking Instructions for the Directed Writing scenario.

(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.

(g) Markers must adhere to the following general marking principle in situations where the candidate has not addressed one or more bullet points:

(i) If a candidate has failed to address one of the bullet points, the **maximum** mark that can be awarded is 6.

(ii) If a candidate has failed to address two of the bullet points, the **maximum** mark that can be awarded is 4.

(iii) If a candidate has failed to address three or more of the bullet points, the **maximum** mark that can be awarded is 0.

The table below gives further guidance to markers, if:

the candidate only addresses one part of one of the introductory, more predictable bullet point	In such a case the candidate is deemed to have not addressed the bullet point and the maximum mark that can be awarded is **6**.
some bullet points fit into one category but others are in the next, lower category	It is important to look carefully at which bullet points are better addressed. If the better sections include the more predictable, introductory bullet point, the marker is less likely to be generous than if responses to unpredictable bullet points are of a better quality. If there is a serious decline after the initial bullet point, a lower mark must be awarded. It is also important to consider the balance of the bullet points. Sometimes a candidate writes twice as much about the opening bullet point as for the three remaining bullet points, or even about information that is not covered by any of the bullet points. In such cases, the lower mark being considered should be awarded.
the marker is having great difficulty in deciding whether the writing is good enough to pass	It is essential to consider carefully the accuracy of the verbs overall. If more verbs are correct than incorrect, it is likely that the candidate deserves to pass, unless there are many other inaccuracies in the writing.
the Directed Writing, from the point of view of content, looks as if it belongs in a top category, but contains some possibly serious grammatical errors as a result of using relatively advanced structures combined with a less than confident knowledge of more basic structures	This is a case where the candidate is more adventurous, but less accurate. It is always important to assess what it is the candidate can do, and thus highlight the positive. However, in such cases, it is likely that the candidate will be awarded 6.

Mark	Content	Accuracy	Language resource: variety, range, structures
10	• The content is comprehensive. • All bullet points are addressed fully and some candidates may also provide additional relevant information.	• 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. • A comprehensive range of verbs is used accurately and tenses are consistent and accurate. • There is evidence of confident handling of all aspects of grammar and accurate spelling, although the language may contain a number of minor errors, or even one serious error.	• The language used is detailed and complex. • There is good use of adjectives, adverbs, prepositional phrases and, where appropriate, word order. • A comprehensive range of verbs/verb forms, tenses and constructions is used. • Some modal verbs and infinitives may be used. • The candidate is comfortable with the first person of the verb and generally uses a different verb in each sentence. • Sentences are mainly complex and accurate. • The language flows well.

Mark	Content	Accuracy	Language resource: variety, range, structures
8	- The content is clear. - All bullet points are addressed clearly. - The response to one bullet point may be thin, although other bullet points are dealt with in some detail.	- The language is mostly accurate. - Where the candidate attempts to use detailed and complex language, this may be less successful, although basic structures are used accurately. - A range of verbs is used accurately and tenses are generally consistent and accurate. - There may be a few errors in spelling, adjective endings and, where relevant, case endings. Use of accents is less secure, where relevant.	- The language used is detailed and complex. - In one bullet point the language may be more basic than might otherwise be expected at this level. - The candidate uses a range of verbs/verb forms and other constructions. - There may be less variety in the verbs used. - The candidate is comfortable with the first person of the verb and generally uses a different verb in each sentence. - Sentences are generally complex and mainly accurate. - Overall the writing will be very competent, essentially correct, but may be pedestrian.

Mark	Content	Accuracy	Language resource: variety, range, structures
6	• The content is adequate and may be similar to that of an 8. • Bullet points may be addressed adequately, however one of the bullet points may not be addressed.	• The language may be mostly accurate in two or three bullet points. However, in the remaining one or two, control of the language structure may deteriorate significantly. • The verbs are generally correct, but basic. • Tenses may be inconsistent, with present tenses being used at times instead of past tenses. • There may be errors in spelling, adjective endings and some prepositions may be inaccurate or omitted. There are quite a few errors in other parts of speech – personal pronouns, gender of nouns, adjective endings, cases (where relevant), singular/plural confusion – and in the use of accents (where relevant). • Overall, there is more correct than incorrect and there is the impression that the candidate can handle tenses.	• There are some examples of detailed and complex language. • The language is perhaps repetitive and uses a limited range of verbs and fixed phrases not appropriate to this level. • The candidate relies on a limited range of vocabulary and structures. • There is minimal use of adjectives, probably mainly after – "is". • The candidate has a limited knowledge of plurals. • A limited range of verbs is used to address some of the bullet points. • The candidate copes with the past tense of some verbs. • When using the perfect tense, the past participle is incorrect or the auxiliary verb is omitted on occasion. • Sentences are mainly single clause and may be brief.

Mark	Content	Accuracy	Language resource: variety, range, structures
4	• The content may be limited and the Directed Writing may be presented as a single paragraph. • **Two** of the bullet points are not addressed.	• The language is mainly inaccurate and after the first bullet the control of the language structure may deteriorate significantly. • A limited range of verbs is used. • Ability to form tenses is inconsistent. • In the use of the perfect tense the auxiliary verb is omitted on a number of occasions. • There may be confusion between the singular and plural form of verbs. • There are errors in many other parts of speech – gender of nouns, cases, singular/plural confusion – and in spelling and, where appropriate, word order. • Several errors are serious, perhaps showing other language interference.	• There is limited use of detailed and complex language. • 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. • The candidate mainly copes only with simple language. • The verbs "was" and "went" may also be used correctly. • Sentences are basic and there may be one sentence that is not intelligible to a sympathetic native speaker. • An English word may appear in the writing or a word may be omitted. • There may be an example of serious dictionary misuse.

Mark	Content	Accuracy	Language resource: variety, range, structures
2	• The content may be - basic or similar to that of a 4 or even a 6. • Bullet points are addressed with difficulty.	• The language is inaccurate in all four bullets and there is little control of language structure. • Many of the verbs are incorrect or even omitted. There is little evidence of tense control. • There are many errors in other parts of speech — personal pronouns, gender of nouns, cases, singular/plural confusion, prepositions, for instance.	• There is little use, if any, of detailed and complex language. • Verbs used more than once may be written differently on each occasion. • The candidate displays almost no knowledge of the past tense of verbs. • The candidate cannot cope with more than one or two basic verbs. • Sentences are very short and some sentences may not be understood by a sympathetic native speaker.

Mark	Content	Accuracy	Language resource: variety, range, structures
0	The content is very basic. The candidate is unable to address the bullet points. **OR** **Three** or more of the bullet points are not addressed.	• The language is seriously inaccurate in all four bullets and there is almost no control of language structure. • Most errors are serious. • Virtually nothing is correct. • Very little is intelligible to a sympathetic native speaker.	• There is no evidence of detailed and complex language. • The candidate may only cope with the verbs to have and to be. • There may be several examples of other language interference. • English words are used. • Very few words are written correctly in the modern language. • There may be several examples of serious dictionary misuse.

[END OF MARKING INSTRUCTIONS]

H

**National
Qualifications
2016**

2016 Cantonese

Higher Listening/Writing

Finalised Marking Instructions

✕SQA

General Marking Principles for Cantonese Listening Higher

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 <u>always</u> 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 marks available in this Paper are as follows:
  (i)   The first set of questions from Item 1 (worth 7 marks) and all questions from Item 2 require candidates to provide answers based on comprehension of information from the passage. The marks available for each question generally range between 1-2 marks.
  (ii)   The last question from Item 1 is the overall purpose question worth 1 mark. This is always a supported question. In this paper the question is presented in the form of a grid. Where a candidate ticks two or more boxes award zero marks.

(f)   For questions that ask candidates to 'state' or 'give', candidates must give a brief, accurate response/name.

(g)   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 for each question

Section 1 - Listening

Item 1

Question			Expected Answer (s)	Max Mark	Unacceptable answers
1.	(a)		• Norway • USA • UK • Germany **(Any 2 from 4)**	2	England
	(b)		• Computing/IT • Banking • Tourism/travel **(Any 2 from 3)**	2	
	(c)		• (There are lots of women) doing well/who are successful	1	work hard/work is very good
	(d)		• Spend (more) time/put (more) effort into family • more sense of responsibility for family • (A lot of jobs) don't offer flexible working (hours) • Not too many full time jobs available **(Any 2 from 4)**	2	children
	(e)		• Men's wages are still much higher than women's in some countries **(Box 3)**	1	
				(8)	

Item 2

Question			Expected Answer (s)	Max Mark	Unacceptable answers
2.	(a)		• She couldn't find a job <u>after she graduated/after university</u> • A (film) company (in China/Beijing) gave her a job/placement	2	
	(b)	(i)	• Pretty/beautiful • Long history/historic • Rich culture • Many (young) people couldn't find work/are unemployed (Any 2 from 4)	2	
		(ii)	• (Very) interesting/fun • She learns a lot (every day) (Any 1 from 2)	1	
	(c)	(i)	• (China) <u>does business/trades with</u> many/different countries	1	works with…
		(ii)	• Be able to speak/read Chinese	1	learn/understand Chinese
	(d)		• (A city with) many problems • There is pollution • An international city (Any 1 from 3)	1	multicultural

Question			Expected Answer (s)	Max Mark	Unacceptable answers
	(e)	(i)	• Able to eat/get food from all over the world/everywhere/all parts of China	1	
		(ii)	• (More and more) difficult to get/flag down • Very cheap/convenient **(Any 1 from 2)**	1	
	(f)		• Not able to find a job (there)	1	
	(g)		• Wherever her job is	1	
				(12)	

General Marking Principles for Higher Cantonese Writing

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) Candidates will write 150-180 characters in a piece of extended writing in Chinese addressing a stimulus of three questions in Chinese.

(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 word 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 word 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 mark. 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	- The content is comprehensive. - The topic is addresses fully, in a balanced way. - Some candidates may also provide additional information. - Overall this comes over as a competent, well thought-out response to the task which reads naturally.	- 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. - A comprehensive range of verbs is used accurately and tenses are consistent and accurate. - 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 error.	- The language used is detailed and complex. - There is good use of adjectives, adverbs, prepositional phrases and, where appropriate, word order. - A comprehensive range of verbs/verb forms, tenses and constructions is used. - Some modal verbs and infinitives may be used. - The candidate is comfortable with the first person of the verb and generally uses a different verb in each sentence. - The candidate uses co-ordinating conjunctions and subordinate clauses throughout the writing. - Sentences are mainly complex and accurate. - The language flows well.

Mark	Content	Accuracy	Language resource: variety, range, structures
8	• The content is clear. • The topic is addressed clearly.	• 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. • A range of verbs is used accurately and tenses are generally consistent and accurate. • There may be a few errors in spelling, adjective endings and, where relevant, case endings. Use of accents is less secure. • Verbs and other parts of speech are used accurately but simply.	• The language used is detailed and complex. • The candidate uses a range of verbs/verb forms and other constructions. • There may be less variety in the verbs used. • The candidate is comfortable with the first person of the verb and generally uses a different verb in each sentence. • Most of the more complex sentences use co-ordinating conjunctions, and there may also be examples of subordinating conjunctions where appropriate. • Sentences are generally complex and mainly accurate. • At times the language may be more basic than might otherwise be expected at this level. • There may be an example of minor dictionary misuse. • Overall the writing will be very competent, essentially correct, but may be pedestrian.

Mark	Content	Accuracy	Language resource: variety, range, structures
6	• The content is adequate and may be similar to that of an 8 or a 10. • the topic is addressed adequately.	• The language may be mostly accurate. However, in places, control of the language structure may deteriorate significantly. • The verbs are generally correct, but basic. Tenses may be inconsistent, with present tenses being used at times instead of past tenses. • 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. • Overall, there is more correct than incorrect and there is the impression that the candidate can handle tenses.	• There are some examples of detailed and complex language. • The language is perhaps repetitive and uses a limited range of verbs and fixed phrases not appropriate to this level. • The candidate relies on a limited range of vocabulary and structures. • There is minimal use of adjectives, probably mainly after − "is". • The candidate has a limited knowledge of plurals. • The candidate copes with the present tense of most verbs. • Where the candidate attempts constructions with modal verbs these are not always successful. • Sentences are mainly single clause and may be brief. • There may be some dictionary misuse.

Mark	Content	Accuracy	Language resource: variety, range, structures
4	• The content may be limited and may be presented as a single paragraph. • The topic is addressed in a limited way.	• 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. • A limited range of verbs is used. • Ability to form tenses is inconsistent. • In the use of the perfect tense the auxiliary verb is omitted on a number of occasions. • There may be confusion between the singular and plural form of verbs. • There are errors in many other parts of speech – gender of nouns, cases, singular/plural confusion – and in spelling and, where appropriate, word order. • Several errors are serious, perhaps showing other language interference. • Overall there is more incorrect than correct.	• There is limited use of detailed and complex language and the language is mainly simple and predictable. • 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. • There is inconsistency in the use of various expressions, especially verbs. • Sentences are basic and there may be one sentence that is not intelligible to a sympathetic native speaker. • An English word may appear in the writing or a word may be omitted. • There may be an example of serious dictionary misuse.

Mark	Content	Accuracy	Language resource: variety, range, structures
2	• The content may be - basic or similar to that of a 4 or even a 6. • The topic is thinly addressed.	• The language is almost completely inaccurate throughout the writing and there is little control of language structure. • Many of the verbs are incorrect or even omitted. There is little evidence of tense control. • There are many errors in other parts of speech — personal pronouns, gender of nouns, cases, singular/ plural confusion. • Prepositions are not used correctly.	• There is little use, if any, of detailed and complex language. • The candidate has a very limited vocabulary. • Verbs used more than once may be written differently on each occasion. • The candidate cannot cope with more than one or two basic verbs. • Sentences are very short and some sentences may not be understood by a sympathetic native speaker. • Several English or "made-up" words may appear in the writing. • There are examples of serious dictionary misuse.

Mark	Content	Accuracy	Language resource: variety, range, structures
0	• The content is very basic. • The candidate is unable to address the topic.	• The language is seriously inaccurate throughout the writing and there is almost no control of language structure. • (Virtually) nothing is correct. • Most errors are serious. • Very little is intelligible to a sympathetic native speaker.	• There is no evidence of detailed and complex language. • The candidate copes only with "have" and "am". • There may be several examples of other language interference. • Very few words are written correctly in the modern language. • English words are used. • There may be several examples of serious dictionary misuse.

[END OF MARKING INSTRUCTIONS]