



National
Qualifications
2017

2017 Urdu
Reading
Higher
Finalised Marking Instructions

© Scottish Qualifications Authority 2017

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is reproduced, SQA should be clearly acknowledged as the source. If it is to be used for any other purpose, written permission must be obtained from permissions@sqa.org.uk.

Where the publication includes materials from sources other than SQA (secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the centre's responsibility to obtain the necessary copyright clearance. SQA's NQ Assessment team may be able to direct you to the secondary sources.

These marking instructions have been prepared by examination teams for use by SQA appointed markers when marking external course assessments. This publication must not be reproduced for commercial or trade purposes.



General marking principles for Higher Urdu 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 always be assigned in line with these general marking principles and the detailed marking instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) If a specific candidate response does not seem to be covered by either the principles or detailed marking instructions, and you are uncertain how to assess it, you must seek guidance from your team leader.
- (d) Award a mark to each answer. Marks are not transferable between questions.
- (e) The marks available in this paper are as follows:
 - (i) The first set of questions (worth 18 marks in total) requires candidates to provide answers based on comprehension of information from the text. The marks available for each question generally range between 1-3 marks.
 - (ii) The penultimate question is the overall purpose question. For this question candidates must draw meaning from their overall understanding of the text. There is a maximum of 2 marks available for reference to the text and detailed comment. Pegged marks (2/1/0) and associated commentary are available with further guidance in the appropriate section of the marking instructions for Reading which forms part of this document.
 - (iii) The last question 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) 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.

Detailed marking instructions for each question

Question		Expected answer(s)	Max mark	Unacceptable answers
1.	(a)	<ul style="list-style-type: none"> • People can find out about the latest inventions • Customs/traditions of countries they have not seen before 	2	
	(b)	<ul style="list-style-type: none"> • They get enjoyment from watching programmes in their mother tongue 	1	
2.	(a)	<ul style="list-style-type: none"> • Educational programmes help young people to make career choices • Cultural programmes enable them to see places without going there 	2	
	(b)	<ul style="list-style-type: none"> • Some of the programmes are a bad influence on young people's behaviour 	1	
3.		<ul style="list-style-type: none"> • 85% of men and women watch television every day • News is equally popular amongst men and women • Comedies are most popular amongst youth • Documentary viewing figures are increasing 	4	
4		<ul style="list-style-type: none"> • (When he likes a place) he starts saving/collecting money • he goes to visit that place 	2	

Question			Expected answer(s)	Max mark	Unacceptable answers
5.			<ul style="list-style-type: none"> • This is a city of lights and high buildings • Food & drink stalls are present on the roadside, selling multi-cultural food • They visited the central park sitting on a cycle rickshaw • Cycle rickshaw driver told them some interesting stories of the park • They rode on a tourist bus • They got interesting information about the history of the city <p>(Any 4 from 6)</p>	4	
6.			<ul style="list-style-type: none"> • He is studying travel and tourism at university • He had climbed many tall mountains • He has won several awards • He teaches mountain climbing (in his free time) <p>(Any 2 from 4)</p>	2	
7.			<ul style="list-style-type: none"> • Free time's activities have been very popular among people during all periods of time • Free time can either be spent at home, outside or abroad, touring different countries • Television/Satellite channels are a good source for information <p>(Any 2 similar answers)</p>	2	
				(20)	

Question	Expected response(s)	Max mark	Additional guidance
8.	<p>Translate into English:</p> <p>عابد خان ... حاصل کر رہا ہے۔ نے بتایا کہ مختلف</p> <p>(lines 30-38)</p>	10	<p>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.</p> <p>2 - Good: Essential information and relevant details are understood and conveyed clearly and accurately, with appropriate use of English.</p> <p>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.</p> <p>0 - Unsatisfactory: The candidate fails to demonstrate sufficient understanding of the essential information.</p>

Question	Text	Good - 2	Satisfactory - 1	Unsatisfactory - 0
	عابد خان نے بتایا کہ مختلف ملکوں سے پہاڑوں پر چڑھنے کا شوق رکھنے والے لوگ ہمارے علاقے میں آتے۔	Abid Khan said people who enjoy mountaineering come from all over the world to visit their areas.	Abid Khan said people who enjoy mountaineering OR people come from all over the world to visit their areas.	
	انہیں دیکھ کر اُسے بھی بچپن ہی سے پہاڑوں پر چڑھنے کا شوق پیدا ہو گیا لیکن والدین نے اس کے اس شوق کی کبھی حوصلہ افزائی نہ کی	His interest in mountain climbing developed at a young age by seeing the tourists; however his parents did not encourage him.	His interest in mountain climbing developed at a young age by seeing the tourists; OR however, his parents did not encourage him.	

Question	Text	Good - 2	Satisfactory - 1	Unsatisfactory - 0
	<p>وہ چاہتے تھے کہ وہ اپنی پوری توجہ پڑھائی پر دے اور فارغ وقت میں اپنے والد کی دکان کے لئے لکڑی کا سامان (فرنیچر) تیار کرنے میں مدد کرے۔</p>	<p>As they wanted him to pay full attention in his studies and in his spare time to help his father in his furniture shop.</p>	<p>As they wanted him to pay full attention in his studies</p> <p>OR</p> <p>in his spare time to help his father in his furniture shop.</p>	

Question	Text	Good - 2	Satisfactory - 1	Unsatisfactory - 0
	لیکن جب بھی اُسے موقع ملتا وہ پہاڑوں پر چڑھنے کی مشق کرنے کے لئے کوہ پیماؤں (پہاڑ پر چڑھنے والوں) کا سامان اٹھا کر پہاڑ کی چوٹیوں تک پہنچاتا۔	Whenever he had spare time, he helped mountaineers take equipment to the top of mountains; this gave him practice of climbing.	Whenever he had spare time, he helped mountaineers take equipment to the top of mountains; OR this gave him practice of climbing.	
	اپنے والدین کی خواہش کو پورا کرنے اور اپنی پہچان ایک پڑھے لکھے کوہ پیما کی حیثیت سے کروانے کے لئے تعلیم بھی حاصل کر رہا ہے۔	He is getting higher education to fulfil his parent's wishes and also to be recognised as a highly educated mountaineer.	He is getting higher education to fulfil his parent's wishes OR also to be recognised as a highly educated mountaineer.	

[END OF MARKING INSTRUCTIONS]



National
Qualifications
2017

2017 Urdu
Directed Writing
Higher
Finalised Marking Instructions

© Scottish Qualifications Authority 2017

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is reproduced, SQA should be clearly acknowledged as the source. If it is to be used for any other purpose, written permission must be obtained from permissions@sqa.org.uk.

Where the publication includes materials from sources other than SQA (secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the centre's responsibility to obtain the necessary copyright clearance. SQA's NQ Assessment team may be able to direct you to the secondary sources.

These marking instructions have been prepared by examination teams for use by SQA appointed markers when marking external course assessments. This publication must not be reproduced for commercial or trade purposes.



General marking principles for Higher Urdu 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 Urdu 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.

Detailed marking instructions - Directed Writing

Mark	Content	Accuracy	Language resource: variety, range, structures
10	<ul style="list-style-type: none"> • The content is comprehensive • All bullet points are addressed fully and some candidates may also provide additional relevant information 	<ul style="list-style-type: none"> • The language is accurate in all four bullets 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 • 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 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • The content may be limited and the Directed Writing may be presented as a single paragraph • Bullet points may be addressed in a limited way. <p style="text-align: center;">Or</p> <ul style="list-style-type: none"> • Two of the bullet points are not addressed 	<ul style="list-style-type: none"> • 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 mother tongue interference 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • The content may be basic or similar to that of a 4 or even a 6 • Bullet points are addressed with difficulty. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • The content is very basic. • The candidate is unable to address the bullet points <p style="text-align: center;">Or</p> <ul style="list-style-type: none"> • Three or more of the bullet points are not addressed 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 mother tongue 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]



National
Qualifications
2017

2017 Urdu
Listening and Writing
Higher
Finalised Marking Instructions

© Scottish Qualifications Authority 2017

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is reproduced, SQA should be clearly acknowledged as the source. If it is to be used for any other purpose, written permission must be obtained from permissions@sqa.org.uk.

Where the publication includes materials from sources other than SQA (secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the centre's responsibility to obtain the necessary copyright clearance. SQA's NQ Assessment team may be able to direct you to the secondary sources.

These marking instructions have been prepared by examination teams for use by SQA appointed markers when marking external course assessments. This publication must not be reproduced for commercial or trade purposes.



General marking principles for Higher Urdu Listening

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this paper. These principles must be read in conjunction with the detailed marking instructions, which identify the key features required in candidate responses.

- (a) Marks for each candidate response must always be assigned in line with these general marking principles and the detailed marking instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) If a specific candidate response does not seem to be covered by either the principles or detailed marking instructions, and you are uncertain how to assess it, you must seek guidance from your team leader.
- (d) Award a mark to each answer. Marks are not transferable between questions and the answers for each question must come from the Item.
- (e) The marking instructions indicate the essential idea that a candidate should provide for each answer. We use the term "or any other acceptable answer" to allow for the possible variation in candidate responses. Credit should be given according to the accuracy and relevance of candidate's answers. Candidates may be awarded marks where the answer is accurate but expressed in their own words.

Detailed marking instructions for each question - Listening

Item 1

Question		Expected answer (s)	Max mark	Unacceptable answers
1.	(a)	<ul style="list-style-type: none"> Face challenges with ease (fix his problems easily) 	1	
	(b)	<ul style="list-style-type: none"> The youngsters would gather at his house He would tell the stories of past heroes/great people He created <u>bond/brotherhood</u> between the family He taught them how to get on with other people/how to live with others <p>(Any 2 from 4)</p>	2	
	(c)	<p>(i)</p> <ul style="list-style-type: none"> Gives you inner happiness/satisfaction Boosts your own confidence An improvement/will bring positive approach in the society <p>(Any 2 from 3)</p>	2	
		<p>(ii)</p> <ul style="list-style-type: none"> He helped others who were less fortunate/need He spent some time with unwell people to cheer them up/make them happy He treated with love He paid respect to everyone <p>(Any 3 from 4)</p>	3	
			(8)	

Item 2

Question			Expected answer (s)	Max mark	Unacceptable answers
2.	(a)	(i)	<ul style="list-style-type: none"> • Because of <u>laziness</u> she does not want to do anything • She does not go out • Just stays in and watch television <p>(Any 2 of 3)</p>	2	
		(ii)	<ul style="list-style-type: none"> • It will become a habit which will be a hurdle (create problems) in her future 	1	
	(b)		<ul style="list-style-type: none"> • Did well in school exams • She left her education/left college (stopped/finished her coursework) • She regrets her decision <p>(Any 2 from 3)</p>	2	
	(c)		<ul style="list-style-type: none"> • Go/do some exercise • To change your life style • Getting out from home • Meeting friends (bring positive change) <p>(Any 2 from 4)</p>	2	

Question		Expected answer (s)	Max mark	Unacceptable answers
	(d)	<ul style="list-style-type: none"> • People without passion/lack of motivation can be unsuccessful 	1	
	(e)	<ul style="list-style-type: none"> • If a shopkeeper does not buy stock/stuff for his shop that will reduce income • If a lawyer does not prepare his case properly/he will lose 	2	
	(f)	<ul style="list-style-type: none"> • Find out about charity work in her area • Go to local community centre to take up a new hobby 	2	
			(12)	

General marking principles for Higher Urdu 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 120-150 words in a piece of extended writing in Urdu addressing a stimulus of three questions in Urdu.
- (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:

<p>The candidate exceeds the recommended word count.</p>	<p>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 120 words. 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.</p>
<p>The candidate has been asked to address a topic with two aspects but only addresses one of these.</p>	<p>In such a case the candidate is deemed to have not addressed the task fully. The quality of the language should be assessed and the writing should then be placed in the next category down, eg if the writing would otherwise have been awarded 8, it should instead be awarded 6.</p>
<p>Some parts of the writing fit into one category but others are in the next, lower category.</p>	<p>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.</p>
<p>The marker is having great difficulty in deciding whether the writing is good enough to pass or not quite good enough to pass.</p>	<p>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.</p>

Mark	Content	Accuracy	Language resource: variety, range, structures
10	<ul style="list-style-type: none"> • The content is comprehensive. • The topic is addressed 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. 	<ul style="list-style-type: none"> • The language is accurate. 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 major error. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • The content is clear. • The topic is addressed clearly. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • The content is adequate and may be similar to that of an 8 or a 10. • The topic is addressed adequately. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • The content may be limited and may be presented as a single paragraph. • The topic is addressed in a limited way. 	<ul style="list-style-type: none"> • 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 mother tongue interference. • Overall there is more incorrect than correct. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> The content may be basic or similar to that of a 4 or even a 6. The topic is thinly addressed. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
0	<ul style="list-style-type: none"> The content is very basic. The candidate is unable to address the topic. 	<ul style="list-style-type: none"> The language is seriously inaccurate throughout the writing and there is almost no control of language structure. (Virtually) nothing is correct. Most of the errors are serious. Very little is intelligible to a sympathetic native speaker. 	<ul style="list-style-type: none"> There is no evidence of detailed and complex language. The candidate copes only with “have” and “am”. There may be several examples of mother tongue 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]