



National  
Qualifications  
2018

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**2018 German**

**Advanced Higher**

**Reading and Translation**

**Finalised Marking Instructions**

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## General marking principles for Advanced Higher German Reading and Translation

*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 23 marks) in Section 1 requires candidates to provide answers based on comprehension of information from the text. The marks available for each question generally range between 1-4 marks.
  - (ii) The last question in Section 1 is the overall purpose question. For this question candidates must draw meaning from their overall understanding of the text. There is a maximum of 7 marks available for full reference to the text and detailed comment. Pegged marks of 5/3/1 are given for degrees of reference to the text and comment. 0 marks will be given where candidates show little or no inferential skills or understanding of the overall purpose of the text.
  - (iii) Section 2 is the translation question (worth 20 marks). For this question candidates must translate the underlined section of the text. The section for translation will be divided into 10 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

Section 1 - Reading

Question		Expected answer(s)	Max mark	Unacceptable answers
1.		<ul style="list-style-type: none"> <li>Germany is second after the USA</li> <li>Immigrants from 194 countries live (and work) in Germany</li> <li>Nearly one fifth of the German population/approximately 15 million inhabitants have migration background</li> </ul> <p>(Any 2 from 3)</p>	2	
2.		<ul style="list-style-type: none"> <li>Special programme (ESF) supports people who want to improve their chances on the job market</li> <li>Funding of language courses</li> <li>EU supports offers by public institutions/by non-governmental organisations</li> </ul>	3	
3.	(a)	<ul style="list-style-type: none"> <li>It is important for her to have work/a job</li> <li>She wants to master the German language/take control of</li> </ul>	2	<ul style="list-style-type: none"> <li>Learn German</li> </ul>
	(b)	<ul style="list-style-type: none"> <li>How to write an application/a CV to German standard/ German style CV</li> <li>What to look for in an employer</li> <li>What formalities/paper work there is</li> </ul> <p>(Any 2 from 3)</p>	2	

Question		Expected answer(s)	Max mark	Unacceptable answers
	(c)	<ul style="list-style-type: none"> <li>• Provide training in completing an application</li> <li>• Provide information for continuing education/further training</li> <li>• Help with job search/work experience search</li> <li>• German employers can approach the initiative if looking for qualified personal</li> </ul> <p>(Any 3 from 4)</p>	3	
4.	(a)	<ul style="list-style-type: none"> <li>• He thought Berlin was best for building/developing a successful company</li> <li>• Living (costs) and work are cheaper/more favourable (compared to other European metropolis/cities)</li> <li>• The city attracts young talents from <u>all over the world</u></li> </ul>	4	European Countries
	(b)	<ul style="list-style-type: none"> <li>• He had his business idea</li> <li>• He had money from an American investor (in his pocket)</li> </ul>	2	
	(c)	<ul style="list-style-type: none"> <li>• It offers an easy search of all alternative travelling options by bus, train and plane</li> </ul>	1	
5.		<ul style="list-style-type: none"> <li>• There is great interest in young entrepreneurs</li> <li>• There is a lot of support from investors if one has a really good idea</li> </ul>	2	Young professionals
6.		<ul style="list-style-type: none"> <li>• The company has moved into <u>bigger</u> premises/rooms/ space</li> <li>• The company employs <u>more than</u> 70 staff from 25 countries</li> </ul>	2	Areas

Question		Expected answer(s)	Max mark	Additional guidance								
7.		<ul style="list-style-type: none"> <li>The writer thinks that immigration enriches Germany. <i>'Deutschland bereichern'</i></li> <li>Most immigrants have an academic qualification and are motivated to use this qualification in Germany</li> <li>Immigration is a concept of the European Union and the EU supports immigration (and mobility within its member countries)</li> <li>German companies have business contacts to other countries and need the language skills and understanding for culture and way of life which immigrants from these countries have</li> <li>Immigrants contribute to the start-up of businesses in Germany which creates jobs and is good for the economy</li> <li>They bring investment money into the country</li> <li>They bring their talent into the country</li> <li>German businesses support innovation and new ideas - regardless of background</li> <li>Immigrants enrich Germany with their experience, their cultural knowledge, their talents</li> <li>They contribute towards the gross national product (GNP) in the excess of 22 billion Euros per annum/per year</li> <li>Germany has become more colourful</li> <li>Immigration can be challenging</li> <li>You must be prepared to work, learn and develop knowledge and skills</li> <li>Speaking the language is key to integration <i>'Sprache beherrschen'</i></li> </ul>	7	<table border="1"> <thead> <tr> <th>Pegged marks</th> <th>Criteria</th> </tr> </thead> <tbody> <tr> <td>7 or 5</td> <td>The candidate provides a clear, concise and reflective answer, drawing inferences which are entirely appropriate, analytical and which demonstrate a sophisticated and accurate reading of the text. The answer clearly relates to the advice given in the Expected answer(s) column, or any other equally appropriate response.</td> </tr> <tr> <td>3 or 1</td> <td>The candidate provides an answer which may contain some degree of misreading, but which offers evidence of appropriate inferencing skills. The candidate may, however, tend to supply information from the text with little attempt to draw inferences.</td> </tr> <tr> <td>0</td> <td>The candidate's answer simply provides information to be found in the text with no attempt to draw inferences.</td> </tr> </tbody> </table>	Pegged marks	Criteria	7 or 5	The candidate provides a clear, concise and reflective answer, drawing inferences which are entirely appropriate, analytical and which demonstrate a sophisticated and accurate reading of the text. The answer clearly relates to the advice given in the Expected answer(s) column, or any other equally appropriate response.	3 or 1	The candidate provides an answer which may contain some degree of misreading, but which offers evidence of appropriate inferencing skills. The candidate may, however, tend to supply information from the text with little attempt to draw inferences.	0	The candidate's answer simply provides information to be found in the text with no attempt to draw inferences.
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Section 2 - Translation

Question	Expected response(s)	Max mark	Additional guidance
8.	<p>Translate the underlined section into English:</p> <p><i>Doch den Mittelpunkt ... Deutschland stammten.</i> (lines 34-40)</p>	20	<p>The translation into English is allocated 20 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><b>2 - Good:</b> Essential information and relevant details are understood and conveyed clearly and accurately, with appropriate use of English.</p> <p><b>1 - Satisfactory:</b> 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><b>0 - Unsatisfactory:</b> The candidate fails to demonstrate sufficient understanding of the essential information.</p>

Text	Good - 2	Satisfactory - 1	Unsatisfactory - 0
<u>Unit 1</u> <i>Doch den Mittelpunkt ihres Lebens... verlegt</i>	However ... moved the focus/ central part of her life ...		midpoint
<u>Unit 2</u> <i>hat die junge Frau erfolgreich nach Norddeutschland.</i>	...the young woman has successfully ... to North Germany.		
<u>Unit 3</u> <i>Ist ihr die Umstellung auf ein Leben in Deutschland schwer gefallen?</i>	Has it been difficult for her to adjust to life in Germany?	omission of 'for her' life	
<u>Unit 4</u> <i>„Natürlich hatte ich am Anfang große Schwierigkeiten“</i>	"Of course, I had great problems at the beginning"		
<u>Unit 5</u> <i>denn es gibt schon gewaltige Unterschiede</i>	because there really are massive differences	already	
<u>Unit 6</u> <i>zwischen meinem Heimatland Russland und meiner Wahlheimat Deutschland.</i>	between my home country Russia and the home country of my choice Germany/adopted country		
<u>Unit 7</u> <i>Aber ich hatte bereits in der Schule Deutsch gelernt</i>	But I had already learned German in school		

Text	Good - 2	Satisfactory - 1	Unsatisfactory - 0
<p><u>Unit 8</u></p> <p><i>und relativ viel über Deutschland und die deutsche Kultur erfahren, was sehr hilfreich war.</i></p>	<p>and had learned/discovered quite a lot about Germany and the German culture, which was <u>very</u> helpful.</p>		<p>knew experienced</p>
<p><u>Unit 9</u></p> <p><i>Außerdem komme ich aus einer Familie mit deutschen Wurzeln</i></p>	<p>Moreover, I come from a family with German roots/heritage</p>		
<p><u>Unit 10</u></p> <p><i>- ich bin Russlanddeutsche, weil meine Vorfahren aus Deutschland stammten.“</i></p>	<p>- I am a Russian German because my forefathers/forebearers/ancestors came from Germany.“ Forbearers/ancestors</p>	<p>relatives come</p>	

[END OF MARKING INSTRUCTIONS]



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2018

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**2018 German**

**Advanced Higher**

**Listening and Discursive Writing**

**Finalised Marking Instructions**

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## General marking principles for Advanced Higher German Listening and Discursive 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) 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: Listening

Item 1

Question		Expected answer(s)	Max mark	Unacceptable answers
1.	(a)	<ul style="list-style-type: none"> <li>• Can occur in primary school</li> <li>• More (and more) are suffering from it/it is on the increase</li> </ul>	1	
	(b)	<ul style="list-style-type: none"> <li>• Eating disorders/problems/issues</li> <li>• Sleeping disorders</li> <li>• School refusal/refusing to go to school/truancy</li> </ul>	3	
	(c) (i)	<ul style="list-style-type: none"> <li>• <u>More than</u> a billion Euros spent on it <u>each year</u></li> </ul>	1	
	(ii)	<ul style="list-style-type: none"> <li>• Only little/some success</li> <li>• Other solutions have to be found</li> </ul>	1	
	(iii)	<ul style="list-style-type: none"> <li>• Plan with their children when/in what order to do homework</li> <li>• Help them to develop a successful learning routine/study plan</li> <li>• Create a balance between school and free time (for their children)</li> </ul> <p>(Any 2 from 3)</p>	2	Help them to be successful
	(d)	<ul style="list-style-type: none"> <li>• To ensure that children do not burn out</li> </ul>	1	
	(e)	<ul style="list-style-type: none"> <li>• That small changes can have a positive effect/help</li> </ul>	1	

Item 2

Question		Expected answer(s)	Max mark	Unacceptable answers
2.	(a)	<ul style="list-style-type: none"> <li>• Full timetable</li> <li>• Lots of homework</li> <li>• (Constant) exam preparation/revision</li> <li>• High demand/expectations</li> </ul> <p>(Any 2 from 4)</p>	2	Study timetable
		(ii) <ul style="list-style-type: none"> <li>• Good preparation for studies/working/professional life</li> </ul>	1	
	(b)	(i) <ul style="list-style-type: none"> <li>• Found it difficult to plan afternoons (well/effectively)</li> <li>• This meant he hardly had time to relax/no time to relax</li> <li>• Put unnecessary (additional) pressure on him(self)</li> </ul> <p>(Any 2 from 3)</p>	2	
		(ii) <ul style="list-style-type: none"> <li>• Effective time management/scheduling/time planning</li> <li>• An ordered/regular/organised daily routine</li> </ul> <p>(Any 1 from 2)</p>	1	Proper routine Daily routine
	(c)	<ul style="list-style-type: none"> <li>• Have made the problem worse</li> <li>• Less time to do homework if in school for longer/more time in school</li> <li>• Makes it (more) difficult to strike balance between work/learning and relaxation/free time</li> <li>• (Mostly) at expense of free time/(mostly) free time which suffers</li> <li>• Has a negative effect/impact on children</li> </ul> <p>(Any 3 from 5)</p>	3	

Question		Expected answer(s)	Max mark	Unacceptable answers
	(d)	(i) <ul style="list-style-type: none"> <li>Includes homework supervision/clubs (not just afternoon lessons)</li> <li>Good/not bad for pupils whose parents are not at home in the afternoons to help them with their homework</li> </ul>	2	
		(ii) <ul style="list-style-type: none"> <li>Have to cover the same work/material/course(s) in a shorter time</li> </ul>	1	
		(iii) <ul style="list-style-type: none"> <li>Many <i>Gymnasium</i>/schools are going back/reverting to nine years/the old system/one year more</li> </ul>	1	
	(e)	(i) <ul style="list-style-type: none"> <li>(Private) tutoring/tuition for eight year olds (at primary school)</li> </ul>	1	
		(ii) <ul style="list-style-type: none"> <li>(Completely) over the top/an overreaction/exaggeration</li> <li>Anything other than healthy/not healthy</li> </ul> <p>(Any 1 from 2)</p>	1	
	(f)	(i) <ul style="list-style-type: none"> <li>Better prospects/opportunities in the job market (with the <i>Abitur</i>)</li> <li>Easiest to do/get the <i>Abitur</i> at the <i>Gymnasium</i></li> </ul> <p>(Any 1 from 2)</p>	1	
		(ii) <ul style="list-style-type: none"> <li>A consequence of (our) society</li> </ul>	1	
	(g)	<ul style="list-style-type: none"> <li>Primary children are scared of failing at school</li> <li>Children will no longer be allowed/able to be children</li> <li>Will not be able to enjoy their childhood</li> </ul> <p>(Any 2 from 3)</p>	2	
	(h)	<ul style="list-style-type: none"> <li>To learn to deal with/handle it <u>better/more effectively</u></li> </ul>	1	

## General marking principles for Advanced Higher German: Discursive 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.*

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- (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) 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.  
Three main aspects of the piece of writing should be considered:
  - (i) content
  - (ii) accuracy
  - (iii) language resource - variety, range, structures
- (e) Using the pegged marks table, the marker should first select the row of the table in which the descriptors most closely match the candidate's piece of writing. Once that row has been identified, the assessor should follow this guidance:
  - If the evidence largely matches the descriptors across all of the aspects of the work, award the higher of the two available marks.
  - If the evidence largely matches the descriptors across most of the aspects of the work, award the lower of the two marks available.
- (f) If markers are in doubt about which of two adjacent rows to select: select the upper row and award the lower pegged mark in that row.
- (g) Markers can award the highest pegged mark (40) for writing even if there are minor errors. These should not detract from the overall impression.

Candidates are instructed to write 250-300 words. The general and detailed marking instructions should be applied even where the length of the piece of writing falls outside this range.

## Detailed marking instructions - Directed Writing

Mark	Content	Accuracy	Language resource: variety, range, structures
40 or 36	<ul style="list-style-type: none"> <li>The essay is well structured and all aspects are relevant to the title</li> <li>The topic is addressed fully, in a balanced way</li> <li>Overall this comes over as a comprehensive, competent, well thought-out response to the task which reads naturally</li> </ul>	<ul style="list-style-type: none"> <li>The language is characterised by a high degree of accuracy and may show some flair</li> <li>A comprehensive range of verbs is used accurately and tenses are consistent and accurate</li> <li>There is evidence of confident handling of all aspects of grammar and spelling</li> <li>Some minor errors need not detract from the overall very good impression</li> </ul>	<ul style="list-style-type: none"> <li>The language used is mostly complex and sophisticated</li> <li>There is a wide range of structures and vocabulary appropriate to Advanced Higher</li> <li>There is a comprehensive range of verbs/verb forms and tenses</li> <li>There is good use of less common adjectives, adverbs, prepositional phrases and, where appropriate, word order</li> <li>There is extensive use of co-ordinating conjunctions and subordinate clauses throughout the writing</li> <li>The language flows well and ideas and opinions are expressed effectively</li> </ul>
32 or 28	<ul style="list-style-type: none"> <li>The essay has a good sense of structure and most aspects are relevant to the title</li> <li>The topic is addressed well</li> <li>The content is clear and well thought-out</li> </ul>	<ul style="list-style-type: none"> <li>The language is clearly comprehensible throughout and fairly free of serious errors in areas appropriate to Advanced Higher</li> <li>A range of verbs is used accurately and tenses are generally consistent and accurate</li> <li>Other parts of speech are used accurately</li> <li>There are few serious errors in spelling and/or punctuation</li> </ul>	<ul style="list-style-type: none"> <li>The language used is generally complex and sophisticated</li> <li>Contains a good range of vocabulary and structures appropriate to Advanced Higher</li> <li>The candidate uses a good range of verbs/verb forms and tenses</li> <li>There is good use of co-ordinating conjunctions and subordinate clauses throughout the writing</li> <li>Ideas and opinions are expressed effectively</li> </ul>

Mark	Content	Accuracy	Language resource: variety, range, structures
24 or 20	<ul style="list-style-type: none"> <li>• The essay has some sense of structure and most aspects have some relevance to the title</li> <li>• The topic is addressed adequately</li> <li>• The content is mostly clear</li> </ul>	<ul style="list-style-type: none"> <li>• The less complex language may be mostly accurate. However, in places, where the candidate attempts to use complex and sophisticated language, this may be less successful</li> <li>• The verbs are generally correct, but the range of verbs and tenses is limited</li> <li>• Spelling and punctuation are generally correct but there may be a few errors in some parts of speech – personal pronouns, gender of nouns, adjective endings, cases, singular/plural confusion</li> <li>• Overall, there is more correct than incorrect and there is the impression that the candidate can handle tenses</li> </ul>	<ul style="list-style-type: none"> <li>• There are some examples of complex and sophisticated language</li> <li>• Contains a reasonable range of vocabulary and structures appropriate to Advanced Higher</li> <li>• There is a limited range of verbs/verb forms and tenses</li> <li>• There are some successful attempts to use co-ordinating conjunctions and subordinate clauses</li> <li>• Ideas and opinions are expressed adequately</li> <li>• There is some dictionary misuse</li> </ul>
16 or 12	<ul style="list-style-type: none"> <li>• The essay is lacking in structure and less than half of the aspects have any relevance to the title</li> <li>• The topic is addressed but in a limited way</li> <li>• The content is limited and may be presented as a single paragraph</li> </ul>	<ul style="list-style-type: none"> <li>• The language is insufficiently accurate to convey meaning clearly and consistently</li> <li>• Ability to use verbs and form tenses accurately is inconsistent. There may be confusion between the singular and plural form of verbs</li> <li>• Although basic structures are used accurately, control of the language structure at times deteriorates significantly</li> <li>• There are errors in other parts of speech – gender of nouns, cases, singular/plural confusion – and in spelling and, where appropriate, word order. Several errors are serious</li> <li>• Overall there is more incorrect than correct</li> </ul>	<ul style="list-style-type: none"> <li>• There is limited use of complex and sophisticated language</li> <li>• Contains a limited range of vocabulary and/or structures appropriate to Advanced Higher</li> <li>• There is inconsistency in the use of verbs/verb forms and tenses</li> <li>• There are few successful attempts to use co-ordinating conjunctions and subordinate clauses</li> <li>• There may be examples of unidiomatic translation from English and/or examples of dictionary misuse</li> </ul>

Mark	Content	Accuracy	Language resource: variety, range, structures
8 or 4	<ul style="list-style-type: none"> <li>The essay is unstructured and few aspects are relevant to the title</li> <li>The topic is not fully addressed</li> <li>The content is very limited</li> </ul>	<ul style="list-style-type: none"> <li>The language is almost completely inaccurate throughout the writing and there is little control of language structure</li> <li>Most of the verbs are incorrect. There is little evidence of tense control</li> <li>Most basic structures are not used accurately and control of the language structure generally deteriorates significantly</li> <li>There are frequent errors in other parts of speech – personal pronouns, gender of nouns, cases, singular/plural confusion, prepositions. Overall there is more incorrect than correct</li> </ul>	<ul style="list-style-type: none"> <li>There is little use, if any, of complex and sophisticated language</li> <li>The essay contains a very limited range of vocabulary and structures appropriate to Advanced Higher</li> <li>The candidate may not cope with more than one or two basic verbs/verb forms and tenses</li> <li>Some sentences may not be understood by a sympathetic native speaker</li> <li>There are examples of mother tongue interference and serious dictionary misuse</li> </ul>
0	<ul style="list-style-type: none"> <li>The essay is unstructured and/or irrelevant</li> <li>The candidate is unable to address the topic</li> </ul>	<ul style="list-style-type: none"> <li>The language is seriously inaccurate throughout the writing and there is almost no control of language structure</li> <li>Very few words are written correctly in the modern language</li> </ul>	<ul style="list-style-type: none"> <li>There is no evidence of complex and sophisticated language</li> <li>There may be several examples of mother tongue interference</li> <li>Very little is intelligible to a sympathetic native speaker</li> <li>There may be several examples of serious dictionary misuse</li> </ul>

[END OF MARKING INSTRUCTIONS]