2018 Italian

Higher

Reading

Finalised Marking Instructions

✗SQA

General marking principles for Higher Italian 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) Award a mark to each answer. Marks are not transferable between questions.

(d) 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.

(e) 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.			• To visit/see unknown/new places/to visit the unknown • To try food(s) which are <u>less</u> available in our own country • To know more about different/other/diverse cultures	3	To visit strange places To try food which is not available/you can't get in your own country
2.	(a)		• For the <u>entire</u> summer/for a summer/the summer	1	
	(b)		• They don't want to be limited to a single place • (They can travel by train at night) <u>to save</u> on the cost of hotels/hostels/accommodation • They are able to spend their days sightseeing/being tourists (instead of travelling)	3	To shop instead of travel
3.	(a)		• Moving/changing from place to place <u>on a daily basis</u> • Getting on the train (in Monaco) <u>in the evening</u> and waking up (in Rome) <u>the next morning</u> **(Any 1 from 2)**	1	
	(b)		• The heavy rucksack she had to carry <u>all the time/ everywhere</u>	1	The heavy rucksack is always behind you Carrying the rucksack

Question			Expected answer(s)	Max mark	Unacceptable answers
4.	(a)		• She had (an) argument(s) with her landlord/the flat owner • The rent was <u>too</u> expensive/high **(Any 1 from 2)**	1	She could not afford the rent
	(b)		• She washes <u>her hair</u> in the train toilets • She reads her <u>university books</u> (while sitting comfortably in the compartment)	2	She washes in the toilet She reads a book
	(c)		• She feels at home on the train • She can visit a lot of friends <u>and</u> cities • It's like being on holiday <u>all the time</u> **(Any 1 from 3)**	1	She can visit her friends in cities

Question			Expected answer(s)	Max mark	Unacceptable answers
5.	(a)		• They both had to give up <u>well-paid jobs</u> • They had to leave <u>family and friends</u> behind	2	They gave up their jobs
	(b)		• They planned to travel for a few months, but are still travelling after a year and a half • They left with a <u>one-way ticket</u> (to Russia) • Their itinerary/journey has been decided by people they have met during the journey • They realised that travelling was cheap <u>thanks to</u> the generosity/hospitality of the local people/Locals were generous/hospitable <u>therefore</u> made their travel plans cheap • They could work for their board and lodgings as they travelled **(Any 3 from 5)**	3	They only took a flight to Russia

Question			Expected answer(s)	Max mark	Additional guidance
6.			• Writer's attitude is positive (assertion) • Article starts by saying 'we all dream of being able to travel to distant countries' • The word freedom/free is mentioned in all three experiences • Maria and Sergio say lots of positive things and only one negative thing about their experiences • The other people have only positive things to say • In the last paragraph, the author says these young people are all passionate about travelling/the next adventure might be just round the corner/all you have to do is try it	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 answer(s)' 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.	

Question			Expected response(s)	Max mark	Additional guidance
7.			**Translate into English:** *Secondo me . . . dormire bene in treno.* (lines 16-19)	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 Secondo me, la cosa più bella è proprio il contatto umano	In my opinion, the best/most positive/beautiful/nicest thing is actually/(the) human contact	Omission of 'proprio' proper According to me omission of 'piú'	properly/just wrong word order
Unit 2 con tante persone che vengono da paesi diversi;	with (so) many/lots of people that/who come from different countries/a different country;	persons diverse/various countries villages/towns	
Unit 3 ti consigliano posti da vedere e ristoranti tipici a basso prezzo.	they advise/tell you about/recommend/suggest places to see and typical low-cost/ cheap restaurants.	traditional restaurants you get advice on/you get told about	
Unit 4 L'inconveniente è stato sicuramente la stanchezza	The disadvantage/drawback/ inconvenient thing was/has been definitely (the) tiredness/being tired/fatigue	the worst thing the inconvenience surely	present tense safely
Unit 5 perché è quasi impossibile dormire bene in treno."	because it's almost impossible to sleep well on a train."	omission of 'bene'	

[END OF MARKING INSTRUCTIONS]

H

**National
Qualifications
2018**

2018 Italian

Higher

Directed Writing

Finalised Marking Instructions

XSQA

General marking principles for Higher Italian Directed 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 a piece of extended writing in Italian 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 detailed marking instructions for this assessment.

(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 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 - or even about information that is not covered by any of the bullet points- as for the three remaining 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**.

Detailed marking instructions – Directed Writing

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 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	• 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 • Bullet points may be addressed in a limited way OR • **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 mother tongue 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
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 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]

2018 Italian

Higher

Listening and Writing

Finalised Marking Instructions

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General marking principles for Italian 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 **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) Award a mark to each answer. Marks are not transferable between questions and the answers for each question must come from the item.

(d) 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

Section 1 - Listening

Item 1

Question			Expected answer(s)	Max mark	Unacceptable answers
1.	(a)	(i)	• (When he was) 15 years old	1	
		(ii)	• (She thinks it) is dangerous/a dangerous habit • She is worried (about her grandad) (Any 1 from 2)	1	It's a bad habit
	(b)		• Cigarettes/it/the smoke makes her feel sick/bad • Cigarettes/it/make(s) her cough (Any 1 from 2)	1	They make her feel sick/bad
	(c)		• The smell goes on her clothes • They/the clothes continue to smell for (several) days	2	
	(d)		• He is fitter (now)/more fit/more in shape • He is no longer/not breathless (when he climbs the stairs or goes for a walk in the evening) • He feels ten years younger (Any 2 from 3)	2	
	(e)		• (They will) buy a (small) boat (to go out on a lake)	1	

Item 2

Question			Expected answer(s)	Max mark	Unacceptable answers
2.	(a)		• In a <u>fish</u> restaurant	1	
	(b)	(i)	• He is not living with his parents/lives alone (any more) • He can do what he wants (Any 1 from 2)	1	
		(ii)	• It is <u>too</u> crowded • It is <u>too/so/too</u> noisy • He has put on weight (Any 2 from 3)	2	Adjective (crowded/noisy) without a qualifier
	(c)	(i)	• (There are often not enough waiters and) he has to work <u>extra hours</u> • After work/when he gets home <u>he (just) wants to stretch out on the sofa/sleep</u>	2	He has to work a lot of hours He is too tired
		(ii)	• It bores him • It's a <u>waste</u> of money (Any 1 from 2)	1	It annoys him It's too much money
		(iii)	• You/he can do exercise <u>whilst</u> having fun • You/he can play them outside/in the open air (which he likes)	2	Exercise is fun

Question			Expected answer(s)	Max mark	Unacceptable answers
	(d)	(i)	• He <u>never goes out</u> without breakfast/he <u>always</u> eats breakfast • He tries to avoid (too many) carbohydrates	2	
		(ii)	• It's free • He can eat <u>as much as</u> he likes • He tends to eat <u>too much</u> **(Any 1 from 3)**	1	He can eat whenever he wants He can eat whatever he wants

General marking principles for Higher Italian 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 Italian addressing a stimulus of three questions in Italian.

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

(c) For each of the sections for 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 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.
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 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.	• 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.	• 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 mother tongue 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.
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 of the 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 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]