



National
Qualifications
SPECIMEN ONLY

SQ43/H/01

**Urdu
Reading and Directed Writing**

Date — Not applicable

Duration — 1 hour and 40 minutes

Total marks — 40

SECTION 1 — READING — 30 marks

Attempt ALL questions.

Write your answers clearly, in **English**, in the answer booklet provided. In the answer booklet you must clearly identify the question number you are attempting.

SECTION 2 — DIRECTED WRITING — 10 marks

Choose ONE scenario and write your answer clearly, in **Urdu**, in the answer booklet provided. In the answer booklet you must clearly identify the scenario number you are attempting.

You may use an Urdu dictionary.

Use **blue** or **black** ink.

Before leaving the examination room you must give your answer booklet to the Invigilator; if you do not, you may lose all the marks for this paper



* S Q 4 3 H 0 1 *

SECTION 1 — READING — 30 marks

Read the whole article carefully and then answer, in English, ALL the questions that follow.

This Urdu magazine article discusses working abroad.

بیرون ملک ایک سال

گھر کا عیش و آرام چھوڑ کر مزید پڑھائی یا کام کرنے کے لئے کسی بیرون ملک جانا کچھ لوگوں کے لئے نہایت حوصلہ شکن تجربہ ہے لیکن کچھ لوگ اسے ایک پُرکشش اور خوشگوار مہم سمجھتے ہیں۔ آج کل کے نوجوانوں میں یہ بات عام ہو رہی ہے کہ وہ اپنی عملی زندگی میں داخل ہونے سے پہلے پڑھائی کے دوران ہی ایک سال کسی بیرون ملک کام کا تجربہ حاصل کر لیں۔ ہماری تیزی سے سگھڑتی (سمٹی) ہوئی اس دنیا میں صرف ایک سال کے لئے باہر کے ملک جانے میں کوئی پریشانی تو نہیں ہونی چاہیے۔ بلکہ یہ ایک سال کا تجربہ نوجوانوں کے لئے یہ فیصلہ کرنے میں مددگار ثابت ہوگا، کہ وہ مستقبل میں کیا کرنا چاہتے ہیں!

سکاٹ لینڈ سے یوسف علی ایک انیس سالہ نوجوان جو کہ ایک سال باہر گزار کر آئے ہیں۔

اُن کا کہنا ہے کہ پچھلے سال انہوں نے سوچا کہ ابھی اُن کی عمر صرف اٹھارہ سال ہے اور یونیورسٹی شروع کرنے کے لئے یہ عمر چھوٹی ہے لہذا یوسف علی نے فیصلہ کیا کہ وہ پاکستان جائیں گے۔ اسی دوران اُن کے سکول میں طلبہ کے ذریعہ معاش میں مدد کرنے والی اُستاد نے اُن کی کلاس کو بتایا کہ پاکستان میں سوات کے علاقے میں انگریزی پڑھانے کے لئے ایک اُستاد کی ضرورت ہے۔ یوسف علی کہتے ہیں کہ میرے لئے یہ ایک اچھا موقع تھا اور اس طرح سے میرا پاکستان جانا اور بھی آسان ہو گیا۔ اس ملازمت کی سب سے اچھی بات یہ تھی کہ پاکستان جانے کے لئے جہاز کا کر ایہ پاکستانی سفارت خانے نے ادا کیا اور رہنے کا انتظام وہاں کے سکول نے کیا تھا۔ مجھے خوشی تھی کہ میں اور میرے والدین اس فکر سے آزاد تھے۔

مختلف ملازمتیں

عام طور پر نوجوان مختلف طرح کے کام کرتے ہیں مثلاً ہوٹلوں اور ریسٹورانوں میں کام کرنا، دوسرے لوگوں کے بچوں کی دیکھ بھال کرنا اور سکول یا یونیورسٹی میں مدد کرنا۔ ان کاموں کے علاوہ کچھ نوجوان مقامی بچوں کو انگریزی زبان بھی پڑھاتے ہیں۔ یوسف کہتے ہیں کہ

20

' میں نے انگریزی بہتر بنانے کے لئے بچوں کی حوصلہ افزائی کی کہ وہ مختلف تعلیمی مباحثوں میں حصہ لیں۔ انگریزی میں چھوٹی چھوٹی کہانیاں لکھیں اور اپنے روزمرہ کے کاموں کو ایک ڈائری میں لکھیں۔ بچوں کی تحقیقی صلاحیتوں کو بڑھانے کے لئے میں نے انہیں انٹرنیٹ کے ذریعے مختلف مضامین میں پروجیکٹ تیار کرنے میں مدد دی'

25

سب لوگوں کا پڑھائی روک کر ایک سال کے لئے بیرون ملک جا کر کام کرنے کا تجربہ ایک جیسا نہیں ہوتا۔

سلمان احمد، شمالی لندن کے ایک بیس سالہ طالب علم جس نے بھی اپنے پڑھائی سے وقفے کے سال میں پاکستان میں انگریزی پڑھانے کا کام کیا، کا کہنا ہے کہ انہیں شروع میں بہت مشکلات کا سامنا کرنا پڑا۔ میزبان خاندان جن کے ساتھ میں نے ایک سال گزارنا تھا، کو میرے آنے کے بارے میں اطلاع ہی نہیں دی گئی تھی۔ تو مجھے ایک رات بڑی مشکل

30

سے ہوٹل میں گزارنا پڑی۔ جہاں پر پہلے سے شہر میں کسی اجلاس کی وجہ سے کمرے بک ہو چکے تھے جو ایک کمرہ بچا تھا اُس کے لئے مجھے بھاری قیمت ادا کرنا پڑی۔ میرے سکول نے میرے اخراجات کی کوئی ذمہ داری نہیں اٹھائی اور میری تمام رقم ایک ہفتے میں ہی ختم ہو گئی۔

بہت سے لوگ جنہیں بیرون ملک کام کرنے کا موقع ملتا ہے وہ وہاں نئے لوگوں سے ملاقات اور ان کی تہذیب و تمدن کے بارے میں سیکھی ہوئی اہم باتیں ہمیشہ یاد رکھتے ہیں۔ یوسف کے لئے طالب علم کی زندگی سے نکل کر سکول میں استاد کی حیثیت سے کام کرنا ایک بالکل نیا تجربہ تھا۔

40 وہ کہتے ہیں 'جس چیز نے مجھے خاص طور پر متاثر کیا، وہ اُس سکول کے بچے تھے جہاں میں کام کرتا تھا۔ وہ اُساتذہ کا بے حد احترام کرتے تھے اور وہاں نظم و ضبط کا کوئی مسئلہ نہیں تھا۔ والدین بچوں کی تعلیم میں خاص دلچسپی لیتے۔ ہمارے سکول میں ایسا کیوں نہیں؟!'

سلمان احمد کو جو مسئلے شروع میں پیش آئے اُس کے علاوہ اور تو کوئی وجہ نظر نہیں آتی کہ وہ بیرون ملک جا کر کام نہ کرے۔ وہ کہتا ہے 'میرا خیال ہے مجھے پچھلے سال جن

45 نئی چیزوں کا تجربہ ہو اور میری زندگی میں پہلے کبھی نہیں ہو اور نہ ہی دوبارہ کبھی ہو گا۔'

Questions

Re-read lines 1–16

1. According to the article, what is it like to leave the security of home? Give **two** details. 2
2. The article mentions Yousaf Ali who has just returned from a gap year.
 - (a) What led to Yousaf going to Pakistan? State **two** things. 2
 - (b) What did he like about this job? State **two** things. 2

Re-read lines 17–26

3. According to the article, what type of jobs do young people do when they leave home? State **any two**. 2
4. In which ways did Yousaf help his pupils? Give **any three** details. 3

Re-read lines 27–34

5. The article then states that gap years do not always go smoothly.
 - (a) What problems did Salman Ali have when he arrived in Pakistan? Give **any three** details. 3
 - (b) What happened when the school did not pay his expenses? 1

Re-read lines 35–45

6. What are the key experiences people gain when they go abroad to work? Give **two** details. 2
7. In Yousaf's case, what was the new experience? 1
8. Now consider the article as a whole. The article describes both Yousaf's and Salman's experiences. Does the article give a more positive or negative view of working abroad? Justify your answer with reference to the article. 2
9. Translate into English:

”وہ کہتے ہیں . . . کہاں تھا!“ (lines 40–42)

10

SECTION 2 — DIRECTED WRITING — 10 marks

Choose **one** of the following two scenarios.

SCENARIO 1: Society

How well do you get on with your family and friends?

You have been asked to write an account **in Urdu** of a trip you went on with those who are important to you for your school/college website.

You must include the following information and **you should try to add** other relevant details:

- Where you went **and** who you went with
- How well you got on together
- What activities you did
- What your ideal day trip would be like

You should write approximately 120–150 words.

OR

SCENARIO 2: Learning

You took part in a school/college exchange abroad, where you stayed with a family and you attended the local school/college.

On your return to Scotland you are asked to write an article **in Urdu** for the magazine of your exchange partner's school/college.

You must include the following information and **you should try to add** other relevant details:

- Where the school/college was situated **and** what it was like
- What staying with your host family was like
- What happened on a trip with the school
- Whether you would recommend a school/college exchange to others

You should write approximately 120–150 words.

[END OF SPECIMEN QUESTION PAPER]



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**Urdu
Reading and Directed Writing**

Marking Instructions

These Marking Instructions have been provided to show how SQA would mark this Specimen Question Paper.

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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) Award a mark to each answer. Marks are not transferable between questions.
- d) The marks available in this Paper are as follows:
 - i) Questions 1-7 require candidates to provide answers based on comprehension of information from the text. The marks available for each question range between 1-3 marks.
 - ii) Question 8 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. 1 mark is given for reference to the text and basic comment. 0 marks will be given where candidates show little or no understanding of the overall purpose of the text.
 - iii) Question 9 is the translation. For this question candidates must translate the underlined section of the text. The section for translation will be divided into 5 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) For questions that ask candidates to 'state' or 'give', candidates must give a brief, accurate response/name.
- 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.
- g) For live Reading Marking Instructions, there will be a process of illustrating other acceptable answers.

Marking Instructions: Section 1 – Reading

Question		Expected Answer(s)	Max mark	Additional Guidance
1		<ul style="list-style-type: none"> • Can be a daunting experience <u>for some</u> • An irresistible challenge <u>for others</u> 	2	<p>Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidates' responses.</p> <p>Markers should ignore extraneous material that does not contradict the answer.</p>
2	a	<ul style="list-style-type: none"> • He felt he was too young to start university • Career adviser at school informed them about this job 	2	
2	b	<ul style="list-style-type: none"> • The travel expenses were paid for by the Pakistan Foreign Ministry/Embassy • The school sorted out his accommodation 	2	
3		<ul style="list-style-type: none"> • Working in restaurants / hotels • Looking after other people's children • Assisting in a school or university • Teaching English to local young people <p><i>Any 2 points from possible 4 for 2 marks</i></p>	2	
4		<ul style="list-style-type: none"> • He helped the pupils improve their English through debates • He showed the pupils how to use the internet to research and prepare projects 	3	

Question		Expected Answer(s)	Max mark	Additional Guidance
		<ul style="list-style-type: none"> • Writing short stories in English • Writing daily activities in a diary <p><i>Any 3 points from possible 4 for 3 marks</i></p>		
5	a	<ul style="list-style-type: none"> • His host family had not been told about him • He had to spend his first night in a hotel • There was a big conference on in the city • He had to pay a fortune/large amount for the only room left <p><i>Any 3 points from possible 4 for 3 marks</i></p>	3	
5	b	<ul style="list-style-type: none"> • He used up all his money in the first week 	1	
6		<ul style="list-style-type: none"> • Learning about other cultures • Meeting lots of new people 	2	
7		<ul style="list-style-type: none"> • Working in a school rather than being the pupil 	1	

Question		Expected Answer(s)	Max mark	Additional Guidance								
8		<p>Outline of possible answers:</p> <p>Despite negative experiences the article remains positive for the following reasons:</p> <ul style="list-style-type: none"> • It mentions that in an increasingly small world, we need not be daunted • Yousaf’s experience is only reported as positive, but the contrast with Salman is only partial • Salman concludes that he experienced more new things in the past year than he did in his whole life or than he ever will again • The article has a positive sub-title “Memories and experiences” 	2	<p>Markers must apply the following guidance in addition to the suggested Marking Instruction for this question:</p> <table border="1"> <thead> <tr> <th>Marks</th> <th>Commentary</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>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 Marking Instructions.</td> </tr> <tr> <td>1</td> <td>The candidate provides an answer that may contain some degree of misreading, but which offers evidence of some justification.</td> </tr> <tr> <td>0</td> <td>The candidate’s answer simply provides information to be found in the text by simply re-stating answers to previous questions.</td> </tr> </tbody> </table>	Marks	Commentary	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 Marking Instructions.	1	The candidate provides an answer that may contain some degree of misreading, but which offers evidence of some justification.	0	The candidate’s answer simply provides information to be found in the text by simply re-stating answers to previous questions.
	Marks	Commentary										
	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 Marking Instructions.										
	1	The candidate provides an answer that may contain some degree of misreading, but which offers evidence of some justification.										
0	The candidate’s answer simply provides information to be found in the text by simply re-stating answers to previous questions.											
9	1	<ul style="list-style-type: none"> • One thing that particularly struck me 	2	<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>								
	2	<ul style="list-style-type: none"> • Children in the school where I worked respected the teachers greatly 	2									
	3	<ul style="list-style-type: none"> • There were no disciplinary issues 	2									

	4	<ul style="list-style-type: none"> Parents took a close interest in their children's education 	2	<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 idea</p>
	5	<ul style="list-style-type: none"> A far cry from my own days 	2	

General Marking Principles for Higher Urdu Section 2 – 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 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 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.
- 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:

<p>The candidate only addresses one part of one of the introductory, more predictable bullet point.</p>	<p>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.</p>
<p>Some bullet points fit into one category but others are in the next, lower category.</p>	<p>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.</p> <p>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.</p>
<p>The marker is having great difficulty in deciding whether the writing is good enough to pass.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>

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 	<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. • Two of the bullet points are not be 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>Or</p> <ul style="list-style-type: none"> • Three or more of the bullet points are not be 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 SPECIMEN MARKING INSTRUCTIONS]