National Qualifications 2016

2016 Spanish Reading

Higher

Finalised Marking Instructions

General Marking Principles for Higher Spanish Reading

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

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

(b) Marking should always be positive. 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) For questions that ask candidates to 'state' or 'give', candidates must give a brief, accurate response/name.

(g) We use the term "or any other acceptable answer" to allow for the possible variation in candidate responses. Credit should be given according to the accuracy and relevance of candidate's answers. Candidates may be awarded marks where the answer is accurate but expressed in their own words.

Detailed Marking Instructions for each question

Section 1 – Reading

Question			Expected Answer(s)	Max Mark	Unacceptable Answers
1.			• Lack of economic resources/money • Desire to be (more) creative with ingredients	2	Lack of food resource Fault/flaw/absence Insufficient funds/resources The crash/economic crisis Want/to have more creative ingredients
2.	(a)		• 86% of food thrown out is from leftovers/excess/ scraps	1	
	(b)		• (Consumer) habits have changed/modified • (Consumers) have reduced the amount of food that goes in the bin • And they reuse/re-utilise (more frequent/frequently) products (like oil)	3	customs/modificated junk food
3.			• It could have been eaten/consumed if people had only bought what they needed	1	When they need it
4.	(a)		• save some money for spending on their children/ children's expenses/costs	1	save money for children give money to the children for the children to spend

Question			Expected Answer(s)	Max Mark	Unacceptable Answers
	(b)		• They think about/take into consideration/bear in mind/take into account who will be at home each afternoon/evening/night • They only cook enough/sufficient for them • They freeze left over/excess food (to use it in following days)	3	count /they know who/have a check/calculate/keep track for themselves
5.	(a)		• To cook with creativity/cook creatively	1	
	(b)		• They cooked/made a different international dish/ plate for each/every day of the week • (Every/each person) they made/created/think up/ thought up a series of recipes • They made sure/ensured the food was healthy, balanced and low calorie/ little /few calories	2	meal each day <u>for</u> a week / each day <u>of</u> the week think of
	(c)		• To combine culinary traditions/traditional dishes/ cooking with the demands of modern life /day	1	Culinaries To change/match Modern world
6.			• compare prices in the nearest/closer/closest/nearby /local supermarkets • save up to/as much as/as far as 40% by scanning the bar codes • enter/put/put in/insert fridge ingredients and the app suggests a range of possible dishes	3	Compare more closely At least/almost/nearly Want (you tell the fridge what you want)

Question			Expected Answer(s)	Max Mark	Additional Guidance
7.			Award 1 mark for making an assertion And 1 mark for making at least one justification. It can be done in a number of ways: eg The writer thinks it is easy/not easy to reduce food waste = Assertion Possible justifications, which would not contradict the gist of the text • People can be creative in their cooking • People can go to classes to learn ways of cooking • They can learn traditional ways of cooking using leftovers • People are having to make a lot of effort, eg: cooking classes, planning meals, workshops are available • They can set themselves rules • They can use technology • They can share a meal with others around a table If justifications are given in Spanish, candidate needs to explain/say what they mean in English and how they work for their choice of assertion.	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 these Marking Instructions.
1	The candidate provides an answer which 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.	
				(20)	

Question	Expected Answer(s)	Max Mark	Unacceptable Answers
8.	**Translate into English:** "Otra solución . . . restaurante cercano" **(lines 21-24).** **Translation** Otra solución que podría reducir el desperdicio **Another solution that could reduce waste** es compartir una comida casera alrededor de la mesa. **is sharing a home-cooked meal around the table.** Por desgracia, debido al ritmo de trabajo, reuniones y demás compromisos diarios, **Unfortunately due to the pace of work, work meetings and other daily commitments,** comer en casa con la familia o los amigos se limita normalmente a los fines de semana. **eating at home with family or friends is normally limited to weekends.** Para los demás días, existe la opción de salir a cenar a un restaurante cercano. **For the other days there is the option of going out for dinner in a nearby restaurant.**	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 **Otra solución que podría reducir el desperdicio**	another solution that could/ might/would be able to reduce waste/ the waste/wastage	Other solution Can reduce Is able to reduce	Could be to reduce wasted food (no that) Other solutions will help/would/would allow/ should spoilage
Unit 2 **es compartir una comida casera alrededor de la mesa.**	Is sharing/by sharing a home cooked/homemade meal around the table/at the table Is to share Home cooking Home cooked food/lunch	If you share	dividing
Unit 3 **Por desgracia, debido al ritmo de trabajo, reuniones y demás compromisos diarios,**	Unfortunately due to pace of work/work pattern/work routines, meetings and other daily commitments/ engagements Social gatherings (instead of meetings)	Sadly/It's a pity that Rhythm of work Daily obligations Diary engagements	For disgrace Work output/rate timing of work/the pulse of work reunions

Text	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
<u>Unit 4</u> **comer en casa con la familia o los amigos se limita normalmente a los fines de semana.**	eating at home/to eat at home with family or friends is normally limited to weekends.	limits itself	has been limited is kept for/to are (instead of is)
<u>Unit 5</u> **Para los demás días, existe la opción de salir a cenar a un restaurante cercano**	For/on the other days/as for the other days/there is/ there exists the option of going/to go out for dinner/ tea/supper in a nearby restaurant	Those other days/the rest of the days You have the option To go out to eat For a meal No mention of nearby	For the rest of the week Exists the option (without there) The option is Lunch To eat (on its own) To go out to a restaurant

[END OF MARKING INSTRUCTIONS]

National Qualifications 2016

2016 Spanish Directed Writing

Higher

Finalised Marking Instructions

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

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

(c)   For each of the types of writing (*Directed Writing or Writing*) the marker should select the pegged mark that most closely describes the candidate's performance.

(d)   Marking should be holistic. There may be strengths and weaknesses in the piece of writing; markers should focus as far as possible on the strengths, taking account of weaknesses only where they significantly detract from the overall impression. Marks should be awarded for the candidate's demonstration of ability in the three main characteristics in writing:
>   **(i)**   content
>   **(ii)**   accuracy
>   **(iii)**   language resource – variety, range, structure

(e)   Markers can award the highest pegged mark for writing even if there are minor errors. These should not detract from the overall impression.

(f)   Candidates may display ability across more than one pegged mark descriptor. Markers should recognise the closeness of the pegged mark descriptors and consider carefully the most appropriate overall pegged mark based on the candidate's performance.

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

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

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

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

The table below gives further guidance to markers, if:

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

Mark	Content	Accuracy	Language resource: variety, range, structures
10	• The content is comprehensive. • All bullet points are addressed fully and some candidates may also provide additional relevant information.	• The language is accurate throughout. However, where the candidate attempts to go beyond the range of the task, a slightly higher number of inaccuracies need not detract from the overall very good impression. • A comprehensive range of verbs is used accurately and tenses are consistent and accurate. • There is evidence of confident handling of all aspects of grammar and accurate spelling, although the language may contain a number of minor errors, or even one serious error.	• The language used is detailed and complex. • There is good use of adjectives, adverbs, prepositional phrases and, where appropriate, word order. • A comprehensive range of verbs/verb forms, tenses and constructions is used. • Some modal verbs and infinitives may be used. • The candidate is comfortable with the first person of the verb and generally uses a different verb in each sentence. • Sentences are mainly complex and accurate. • The language flows well.

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

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

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

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

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

[END OF MARKING INSTRUCTIONS]

H

National
Qualifications
2016

2016 Spanish Listening and Writing

Higher

Finalised Marking Instructions

SQA

General Marking Principles for Higher Spanish 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 <u>always</u> be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment.

(b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.

(c) If a specific candidate response does not seem to be covered by either the principles or detailed Marking Instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader.

(d) Award a mark to each answer. Marks are not transferable between questions and the answers for each question must come from the Item.

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

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

(g) The Marking Instructions indicate the essential idea that a candidate should provide for each answer. We use the term "or any other acceptable answer" to allow for the possible variation in candidate responses. Credit should be given according to the accuracy and relevance of candidate's answers. Candidates may be awarded marks where the answer is accurate but expressed in their own words.

Detailed Marking Instructions for each Question

Section 1 - Listening

Item 1

Question			Expected Answer(s)	Max Mark	Unacceptable answers
1.	(a)		• 6 weeks	1	
	(b)		• Leadership (skills) • Communication (skills) • Team work (Any 2 from 3)	2	Group work Working with others
	(c)		• Loves/likes nature • Loves/likes being in the fresh air/outside • They helped/supported each other (Any 1 from 3)	1	Nature Naturalness He saw nature Got to experience nature He spent time outside The views were lovely
	(d)		• (He could not stand) the cold water. • He's used to the Mediterranean climate (Any 1 from 2)	1	It was cold The weather was cold

Question			Expected Answer(s)	Max Mark	Unacceptable answers
	(e)		• (That there are many) words/expressions that are (only) used in Scotland/There are Scottish words/ expressions	1	He used expressions in Scotland
	(f)		• (He's applied for a job as) a camp instructor in Spain	1	Any other country Visit a camp in Spain
	(g)		• He has benefitted from the trip	1	
				(8)	

Item 2

Question			Expected Answer(s)	Max Mark	Unacceptable answers
2.	(a)		• She's good/great at maths	2	She likes maths She is good at it
			• She wants to know (more) about/learn about/find out about different/other cultures/likes learning about other cultures		Distinctive culture Distinct cultures She likes other cultures She knows a lot about culture She has learned a lot studying two languages
	(b)		• Recently built/a new build	3	Reconstructed School is modern
			• It is on the outskirts (of the town where she lives)		In the town where she lives
			• Very spacious		
			• A whole floor for technology/good technology facilities/part of the school is dedicated to technology/technology suite		It is dedicated to technology It has new technology
			• Great sports pitches/facilities/grounds/fields		Hall Camps PE department Clubs
			• Well-equipped/modern gym		
			• Good reputation for sport/famous for sport		Good reputation
			(Any 3)		

Question			Expected Answer(s)	Max Mark	Unacceptable answers
	(c)		• Interactive activities on the (smart) board	2	Interactive lessons
			• Grammar (exercises)		
			• Read magazines/read about other countries		Newspapers Books Learn about other countries
			(Any 2 from 3)		
	(d)	(i)	• Very strict	2	Too strict
			• (they complain that) they don't let pupils talk (in class)		They do not speak in class They moan a lot
			• Teachers are fair		
			(Any 2 from 3)		
		(ii)	• The teachers demand/expect a lot in terms of quality of work/school work/a high quality of work	2	Teachers expect more work
			• More relaxed atmosphere/environment		It is more relaxed They are more relaxed It is more relaxing There is a better atmosphere. Very relaxed
			• The teachers give us/we get/we have (much) more responsibility.		She is more responsible The teachers give us a lot of responsibility
			(Any 2 from 3)		*Teachers are fair
	(e)		• Set up/open/have her own business/company/shop	1	Work for a business
				(12)	

General Marking Principles for Higher Spanish 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 Spanish addressing a stimulus of three questions in Spanish.

(b) Marks for each candidate response must always be assigned in line with these general marking principles and the detailed Marking Instructions for the writing task.

(c) For each of the types of writing (*Directed Writing or Writing*), the marker should select the pegged mark that most closely describes the candidate's performance.

(d) Marking should be holistic. There may be strengths and weaknesses in the piece of writing; markers should focus as far as possible on the strengths, taking account of weaknesses only where they significantly detract from the overall impression. Marks should be awarded for the candidate's demonstration of ability in the three main characteristics in writing:
   (i) content
   (ii) accuracy
   (iii) language resource – variety, range, structure

(e) Markers can award the highest pegged mark for writing even if there are minor errors. These should not detract from the overall impression.

(f) Candidates may display ability across more than one pegged mark descriptor. Markers should recognise the closeness of the pegged mark descriptors and consider carefully the most appropriate overall pegged mark based on the candidate's performance.

The table below gives further guidance to markers. If:

the candidate exceeds the recommended word count	This in itself need not be important, although it is important to be clear that it is possible to attain top marks, if the writing does not exceed 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 addresses fully, in a balanced way. - Some candidates may also provide additional information. - Overall this comes over as a competent, well thought-out response to the task which reads naturally.	- The language is accurate throughout. However, where the candidate attempts to go beyond the range of the task, a slightly higher number of inaccuracies need not detract from the overall very good impression. - A comprehensive range of verbs is used accurately and tenses are consistent and accurate. - There is evidence of confident handling of all aspects of grammar and spelling accurately, although the language may contain a number of minor errors, or even one serious error.	- The language used is detailed and complex. - There is good use of adjectives, adverbs, prepositional phrases and, where appropriate, word order. - A comprehensive range of verbs/verb forms, tenses and constructions is used. - Some modal verbs and infinitives may be used. - The candidate is comfortable with the first person of the verb and generally uses a different verb in each sentence. - The candidate uses co-ordinating conjunctions and subordinate clauses throughout the writing. - Sentences are mainly complex and accurate. - The language flows well.

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

Mark	Content	Accuracy	Language resource: variety, range, structures
6	• The content is adequate and may be similar to that of an 8 or a 10. • the topic is addressed adequately.	• The language may be mostly accurate. However, in places, control of the language structure may deteriorate significantly. • The verbs are generally correct, but basic. Tenses may be inconsistent, with present tenses being used at times instead of past tenses. • There may be errors in spelling, eg reversal of vowel combinations, adjective endings and some prepositions may be inaccurate or omitted eg I went the town. There are quite a few errors in other parts of speech - personal pronouns, gender of nouns, adjective endings, cases, singular/plural confusion - and in the use of accents. • Overall, there is more correct than incorrect and there is the impression that the candidate can handle tenses.	• There are some examples of detailed and complex language. • The language is perhaps repetitive and uses a limited range of verbs and fixed phrases not appropriate to this level. • The candidate relies on a limited range of vocabulary and structures. • There is minimal use of adjectives, probably mainly after — "is". • The candidate has a limited knowledge of plurals. • The candidate copes with the present tense of most verbs. • Where the candidate attempts constructions with modal verbs these are not always successful. • Sentences are mainly single clause and may be brief. • There may be some dictionary misuse.

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

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

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

[END OF MARKING INSTRUCTIONS]