



National
Qualifications
SPECIMEN ONLY

SQ17/H/01

**French
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 **French**, in the answer booklet provided. In the answer booklet you must clearly identify the scenario number you are attempting.

You may use a French 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 1 7 H 0 1 *

SECTION 1 — READING — 30 marks

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

In this article, the writer discusses holidays.

Les vacances - nécessité ou luxe?

Certains disent que partir en vacances, soit à l'étranger, soit dans son propre pays, est une vraie nécessité. D'autres pensent que c'est un luxe qu'on ne peut pas se permettre de nos jours.

- 5 Malgré l'augmentation du coût de la vie, pas question pour les Français d'y renoncer parce qu'ils adorent partir en vacances. Chaque été un grand nombre se met en route pour quitter les villes et s'échapper de la vie quotidienne. Ils partent non seulement pendant les grandes vacances, mais aussi en hiver, et même pour des séjours de courte durée.

Pourquoi partir en vacances?

- 10 Selon le psychologue, Martin Lescaux, on a besoin de partir en vacances pour toutes sortes de raisons. Tout d'abord, il est nécessaire de s'éloigner du bureau. Tant de gens sont obligés de faire des heures supplémentaires, et par conséquent ils rentrent épuisés à la maison où ils doivent encore s'occuper des enfants. Puis, on recommence la même routine le lendemain.
- 15 Alors, partir en vacances est une bonne occasion de se reposer, d'oublier la routine et de faire ce qu'on veut. Si on reste à la maison, on risque de finir par faire les tâches ménagères.

Quelles sortes de vacances attirent les Français depuis la crise économique?

- 20 Pour beaucoup de Français, les projets de vacances ont beaucoup changé. Mais, ils n'ont pas besoin d'aller très loin, et chose étonnante: la visite d'usines, de centrales nucléaires et de fromageries devient de plus en plus populaire. Il y a toujours quelque chose de nouveau à découvrir, tout près de chez soi.

- 25 Si on a la chance d'habiter pas trop loin des montagnes, il est toujours possible de passer une journée au ski. Mais, Jérôme Bertillon, propriétaire d'un hôtel de montagne, nous explique:

<< Les vacances à la montagne ce n'est pas que le ski. Moi, j'ai des clients qui pratiquent une variété d'activités sportives pendant la journée, mais le soir ce qui les attirent c'est de se retrouver entre amis ou en famille, auprès de la cheminée à chanter ou à discuter avec une boisson chaude à la main.

- 30 En plus, il y a d'autres raisons de visiter la montagne. N'oubliez pas que respirer l'air frais de la montagne vous fera beaucoup de bien, que vous choisissiez des activités physiques ou non! Après tout, qui ne veut pas se réveiller le matin avec une vue magnifique sur les montagnes? >>

- 35 Par contre, l'été, plus de 35 millions de Français partent en vacances en même temps sur les côtes de la Méditerranée ou de l'Atlantique. Pour beaucoup de vacanciers, revenir de vacances bronzés est un signe de vacances réussies. Les seuls inconvénients sont qu'on peut passer des heures bloqué en voiture à cause des bouchons sur les autoroutes, et il va sans dire qu'on est tellement serré à la plage qu'il est souvent difficile de trouver un endroit pour s'allonger sur le sable.

40 Le tourisme vert

Cependant, l'année dernière, beaucoup de Français ont choisi de passer leurs vacances à la campagne qui a tant de choses à offrir. Par exemple, on peut passer des journées au bord d'une rivière à pêcher ou même faire une promenade en vélo en forêt tout en découvrant l'histoire de la région.

45 En fait, le «tourisme vert» est très à la mode en ce moment, et beaucoup de monde choisit de louer des cabanes en pleine forêt ou bien de dormir dans les arbres parce que les prix sont beaucoup plus raisonnables par rapport aux prix qu'on paie dans un hôtel de luxe.

50 Le psychologue, Martin Lescaux, dit, « Dans un monde où l'on oublie l'impact de l'homme sur l'environnement, cela donne l'occasion de se trouver plus près de la nature où il faut penser aux animaux et à la beauté qui nous entourent. »

En conclusion, une chose est certaine - en dépit de la crise économique les Français n'ont aucune intention de renoncer aux vacances! En tout cas, pas pour l'instant!

MARKS

Questions

Re-read lines 4–8

1. The opening of the article states that the increase in the cost of living has not had an effect on the attitude of French people towards holidays.

What evidence is there of this? State any **two** examples.

2

Re-read lines 10–17

2. According to the psychologist, Martin Lescaux:

(a) Why do people need to go on holiday? State any **three** reasons

3

(b) Why is it not a good idea to stay at home?

1

Re-read lines 18–22

3. The economic crisis has had an impact on holiday choices.

(a) In what way have the holiday plans of many French people changed?

1

(b) What is surprising about this change?

1

Re-read lines 23–33

4. The writer discusses ski holidays.
- (a) According to Jérôme Bertillon, what are the main attractions for holidaymakers in the mountains? Give any **two** details. 2
- (b) What other reasons does he give for the popularity of a mountain holiday? 2

Re-read lines 34–39

5. Many French people choose to spend their summer holidays on the coast.
- (a) What do some people see as a sign of a successful holiday? 1
- (b) What are the main disadvantages of this type of holiday? 2

Re-read lines 45–51

6. The article discusses “Eco tourism”.
What attracts people to this type of holiday? State any **three** reasons. 3
7. Now consider the article as a whole.
Does the author give the impression that holidays are a necessity or a luxury? Give details from the text to justify your answer. 2
8. Translate into English:
“Cependant, de la région.” (lines 41–44) 10

SECTION 2 — DIRECTED WRITING — 10 marks

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

SCENARIO 1: Employability

You have recently returned from France, where you have spent the summer working.

On your return, you have been asked to write an account of your experiences to try to encourage other pupils to do the same thing.

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

- What your job was **and** what you thought of the people you worked with
- What you had to do in your job
- What you liked/disliked about the job
- If you would recommend such an experience to others

You should write approximately 120–150 words.

OR

SCENARIO 2: Culture

Last December you went with a group of students from your school/college to a town in France for a few days. While you were there you went to a Christmas market.

On your return you were asked to write a report, **in French**, of your visit.

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

- Where you stayed **and** what you thought of the accommodation
- What you did at the market
- What you liked/disliked most about the experience
- How you plan to keep in touch with your new friends in the future

You should write approximately 120–150 words.

[END OF SPECIMEN QUESTION PAPER]



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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 French 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 1-6 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 7 is the overall purpose question. For this question candidates must draw meaning from their overall understanding of the text. There is a maximum of two 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 8 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) 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"> • A lot of people are leaving towns in summer • A lot of people go to escape daily life • Go away not just in summer, but also in winter • People are still taking short breaks <p><i>Any 2 points from possible 4 for 2 marks</i></p> | 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"> • To escape from work • Many people have to work extra hours and are exhausted • They still have to look after children when go home | 3 | |
| 2 | b | <ul style="list-style-type: none"> • You risk ending up doing household tasks | 1 | |
| 3 | a | <ul style="list-style-type: none"> • They stay closer to home | 1 | |
| 3 | b | <ul style="list-style-type: none"> • There is always something to discover close by • They can visit factories, nuclear power stations or cheese factories <p><i>Any 1 point from possible 2 for 1 mark</i></p> | 1 | |
| 4 | a | <ul style="list-style-type: none"> • People can do a variety of sports during the day • They have opportunity to get together in the evening with friends and family OR get together in the evening to chat / sing / have a drink | 2 | |
| 4 | b | <ul style="list-style-type: none"> • People get benefit of fresh air whether they do physical activity or not • Wake up to lovely views | 2 | |

| Question | | | Expected Answer(s) | Max mark | Additional Guidance |
|----------|---|--|--|----------|---------------------|
| 5 | a | | <ul style="list-style-type: none"> • They return from holiday with a tan | 1 | |
| 5 | b | | <ul style="list-style-type: none"> • They spend hours stuck in the car because of traffic jams • There are so many people on beach it is difficult to find space to lie down on the sand | 2 | |
| 6 | | | <ul style="list-style-type: none"> • It's less expensive • Opportunity to be closer to nature • Think about animals/beauty of surroundings | 3 | |

| Question | | Expected Answer(s) | Max mark | Additional Guidance | | | | | | | | |
|----------|---|--|----------|---|-------|------------|---|---|---|--|---|---|
| 7 | | <p>Outline of possible response and evidence:</p> <ul style="list-style-type: none"> The writer gives the impression that holidays are a necessity. <p>Possible evidence includes:</p> <ul style="list-style-type: none"> Writer states French people have no intention of giving up holidays (despite rise in cost of living) Writer states large numbers of French people continue to go on summer and winter holidays and short breaks Writer states it is necessary to get away from office to rest/escape daily routine/do what you like Economic crisis has meant people staying closer to home, but not giving up holidays entirely Examples such as in the mountains it is a chance to be with family: mountain air will do you good - implies necessary to get away; getting a tan implies relaxation is necessary; Choosing to stay in cabins rather than hotels implies people not prepared to give up holidays, but will find cheaper ways of going away; types of activities (eg walking/fishing) imply don't need to spend much money to go away | 2 | <p>A mark of 2,1 or 0 will be awarded for this question. Markers should follow this advice:</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 "expected response" column.</td> </tr> <tr> <td>1</td> <td>The candidate provides an answer that may contain some degree of misreading, but that offers evidence of some justification.</td> </tr> <tr> <td>0</td> <td>The candidate's answer 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 "expected response" 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. |
| 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 "expected response" 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 Answer(s) | Max mark | Additional Guidance |
|----------|---|----------|---|
| | <p>Translation</p> <p>Cependant, l'année dernière, beaucoup de Français ont choisi</p> <p>However, last year a lot of French people chose</p> <p>de passer leurs vacances à la campagne qui a tant de choses à offrir.</p> <p>to spend their holidays in the country which has so much/so many things to offer</p> <p>Par exemple, on peut passer des journées au bord d'une rivière à pêcher</p> <p>For example, you can spend days on the banks of a river fishing</p> <p>ou même faire une promenade en vélo en forêt</p> <p>or even go for a bike ride in the forest</p> <p>tout en découvrant l'histoire de la région</p> <p>while finding out about the history of the area</p> | | <p>The translation into English is allocated 10 marks. The text for translation will be divided into a number of sense units. Each sense unit is worth 2 marks, which will be awarded according to the quality and accuracy of the translation into English. In assessing the candidate's performance, the descriptions detailed below will be used. Each sense unit will be awarded one of the marks shown.</p> <p>2 - Good: Essential information and relevant details are understood and conveyed clearly and accurately, with appropriate use of English</p> <p>1 - Satisfactory: Essential information is understood and conveyed clearly and comprehensibly, although some of the details may be translated in an imprecise or inaccurate manner. The key message is conveyed in spite of inaccuracies and weaknesses in the use of English</p> <p>0 - Unsatisfactory: The candidate fails to demonstrate sufficient understanding of the essential information.</p> |

General Marking Principles for Higher French Section 2 — 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 specific Marking Instructions for each question. The marking schemes are written to assist in determining the ‘minimal acceptable answer’ rather than listing every possible correct and incorrect answer.

- (a) Candidates will write a piece of extended writing in French 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
- (a) Markers can award the highest pegged mark for writing even if there are minor errors. These should not detract from the overall impression.
- (b) 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.
- (c) 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 • Where the candidate attempts to go beyond the range of the task, a slightly higher number of inaccuracies need not detract from the overall very good impression | <ul style="list-style-type: none"> • The language used is detailed and complex • There is good use of adjectives, adverbs, prepositional phrases and, where appropriate, word order • A comprehensive range of verbs/verb forms, tenses and constructions is used • Some modal verbs and infinitives may be used • The candidate is comfortable with the first person of the verb and generally uses a different verb in each sentence • Sentences are mainly complex and accurate • The language flows well |

| Mark | Content | Accuracy | Language resource: variety, range, structures |
|------|---|---|---|
| 8 | <ul style="list-style-type: none"> • The content is clear • All bullet points are addressed clearly. The response to one bullet point may be thin, although other bullet points are dealt with in some detail | <ul style="list-style-type: none"> • The language is mostly accurate. Where the candidate attempts to use detailed and complex language, this may be less successful, although basic structures are used accurately • A range of verbs is used accurately and tenses are generally consistent and accurate • There may be a few errors in spelling, adjective endings and, where relevant, case endings. Use of accents is less secure, where relevant | <ul style="list-style-type: none"> • The language used is detailed and complex • In one bullet point the language may be more basic than might otherwise be expected at this level • The candidate uses a range of verbs/verb forms and other constructions • There may be less variety in the verbs used • The candidate is comfortable with the first person of the verb and generally uses a different verb in each sentence • Sentences are generally complex and mainly accurate • Overall the writing will be very competent, essentially correct, but may be pedestrian |

| Mark | Content | Accuracy | Language resource: variety, range, structures |
|------|---|--|--|
| 6 | <ul style="list-style-type: none"> • The content is adequate and may be similar to that of an 8 • Bullet points may be addressed adequately, however one of the bullet points may not be addressed | <ul style="list-style-type: none"> • The language may be mostly accurate in two or three bullet points. However, in the remaining one or two, control of the language structure may deteriorate significantly • The verbs are generally correct, but basic • Tenses may be inconsistent, with present tenses being used at times instead of past tenses • There may be errors in spelling, adjective endings and some prepositions may be inaccurate or omitted. There are quite a few errors in other parts of speech - personal pronouns, gender of nouns, adjective endings, cases (where relevant), singular/plural confusion - and in the use of accents (where relevant) • Overall, there is more correct than incorrect and there is the impression that the candidate can handle tenses | <ul style="list-style-type: none"> • There are some examples of detailed and complex language • The language is perhaps repetitive and uses a limited range of verbs and fixed phrases not appropriate to this level • The candidate relies on a limited range of vocabulary and structures • There is minimal use of adjectives, probably mainly after “is” • The candidate has a limited knowledge of plurals • A limited range of verbs is used to address some of the bullet points • The candidate copes with the past tense of some verbs • When using the perfect tense, the past participle is incorrect or the auxiliary verb is omitted on occasion • Sentences are mainly single clause and may be brief |

| Mark | Content | Accuracy | Language Resource: variety, range, structures |
|------|---|--|--|
| 4 | <ul style="list-style-type: none"> • The content may be limited and the Directed Writing may be presented as a single paragraph • Bullet points may be addressed in a limited way. <p>or</p> <ul style="list-style-type: none"> • 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]