



National  
Qualifications  
SPECIMEN ONLY

**SQ21/H/01**

**German  
Reading and Directed Writing**

Date — Not applicable

Duration — 1 hour and 40 minutes

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

You may use a German 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 2 1 H 0 1 \*

## SECTION 1 — READING — 30 marks

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

The article discusses the use of digital media in German schools.

### Digitale Medien in der Schule - Vorteil oder Nachteil?

In den heutigen Schulen ist der PC mehr und mehr ein Lerninstrument im Klassenzimmer. Smartphones, Notebooks und Tablet-Computer gehören heute zum Alltag von Jugendlichen in Deutschland - und spielen auch eine wichtige Rolle beim Lernen. Aber helfen digitale Medien den Schülern wirklich bei der Vorbereitung auf die Zukunft?

- 5 Karl-Otto Kirst, ein Geschichtslehrer aus Hamburg, beschreibt, wie die digitalen Medien seinen Unterricht verändert haben: „Vor zehn Jahren, wenn ich meinen Schülern einen Film zeigen wollte, war das immer sehr aufwendig. Wir mussten entweder im Klassenzimmer die gesamte Technik aufbauen oder gleich in den Computerraum gehen. Heute haben wir einen Projektor und eine elektronische Tafel im Klassenzimmer und die
- 10 Filmpräsentation ist nur wenige Klicks entfernt.“

- Moderne Medien haben viele Vorteile, aber ihr Nutzen im Klassenzimmer ist umstritten - besonders seit der Arzt Dr. Manfred Spitzer in seinem Bestseller „Digitale Demenz“ moderne Medien kritisiert hat. Dr. Spitzer ist der Meinung, dass Smartphones und Computer Kinder passiv machen können. Er warnt vor einer zu intensiven Benutzung von
- 15 elektronischen Medien im Klassenzimmer, weil das zu einer sehr oberflächlichen Beschäftigung mit Informationen führt. Er meint, dass Computer die Schüler süchtig machen.

- Dr. Spitzer ist nicht der einzige, der sich Sorgen macht. Viele Lehrer und Lehrerinnen sowie Bildungspolitiker sind sehr kritisch, wenn es um den Einsatz neuer Medien in der
- 20 Schule geht. Ihrer Meinung nach ist die Mediennutzung häufig zeitraubend, weil die Lehrer technische Probleme haben. Oft geht es beim Einsatz neuer Medien mehr um die schöne Form als um den Inhalt. Die Schüler machen bessere Fortschritte, wenn sie aktiv lernen. Auch Eltern bezweifeln die Vorteile neuer Medien; sie fordern eine Rückbesinnung auf Tafel, Kreide und Bücher.

- 25 Heike Bühler, die bald ihr Abitur in einem Heidelberger Gymnasium macht, ist der Meinung, dass moderne Technik in vielen Klassenzimmern fehlt. „Die Schulen, die ich kenne, sind digital unterschiedlich ausgerüstet. Bei uns im Gymnasium ist es nicht schlecht, doch andere Gymnasien, wo ich Freunde habe, wie auch die meisten Haupt- und Realschulen können es sich finanziell nicht leisten, immer die neusten Geräte zu kaufen.“

- 30 Auf dieses Problem deutet Christian Spannagel, Professor in Heidelberg, hin: „Deutschland ist die stärkste Wirtschaftsnation in Europa - aber die mangelhafte digitale Ausstattung von Schulen ist ein Schwachpunkt in der bundesdeutschen Bildungspolitik.“

- Laut einer Umfrage von Deutsche Telekom beurteilen nur vier Prozent der befragten Eltern in Deutschland den Einsatz von Computern in Schulen als ausgezeichnet. Nur in
- 35 einer von zehn Schulen hat jeder Schüler im Unterricht Zugang zu einem Computer. Und nur bei jedem dritten Schüler kommt der Computer mindestens einmal pro Woche im Unterricht zum Einsatz. Bei 30 Prozent wird der Computer im Unterricht überhaupt nicht benutzt.

- Professor Spannagel ist überzeugt, dass dieses Problem erst dann gelöst wird, wenn die
- 40 Schüler ihre eigenen Geräte mitbringen dürfen. Aber nicht alle Schulen erlauben den Schülern ihre Handys als Lerninstrumente zu benutzen. In einigen Schulen gibt es eine Regel in der Schulordnung, die sagt, dass Handys und Smartphones im Unterricht

ausgeschaltet sein müssen. Man kann aber eine Ausnahme machen, wenn der Lehrer die Benutzung ausdrücklich erlaubt.

- 45 Im Allgemeinen sind die Umfrageergebnisse für Lehrer nicht sehr gut. Etwa die Hälfte aller Schüler bewertet die Medienkompetenz von Lehrern als negativ. Jeder dritte Schüler bezeichnet die Computerkenntnisse ihrer Lehrer als „mangelhaft“. Die meisten Lehrer nutzen die Hard- und Software nur, um Filme oder Präsentationen zu zeigen. Die Produktion von Hörspielen, Podcasts oder Filmen zu Unterrichtsthemen bleibt noch die  
 50 Ausnahme.

Professor Spannagel erklärt, dass Lehrer oft unsicher und ängstlich im Umgang mit der neuen Technik sind. Lehrer haben einen stressigen Alltag und deshalb kaum Zeit, auf dem neusten Stand der aktuellen Medienentwicklung zu bleiben. Er glaubt, dass eine andere Haltung nötig ist. Lehrer brauchen mehr Experimentierfreude und sollten weniger Angst  
 55 haben, Fehler zu machen, damit digitale Medien mehr und mehr als Lerninstrument an deutschen Schulen zu finden sind.

## MARKS

### Questions

Re-read lines 1–10

1. According to the text, why is technology increasingly present in schools nowadays? State **two** things. 2
2. Karl-Otto Kirst explains how digital media have changed his lessons over the last ten years. What has changed? Give any **three** details. 3

Re-read lines 11–24

3. According to Dr Spitzer's research, what impact can the use of smartphones and computers have on children? State any **two** things. 2
4. What criticism do many teachers and politicians make of new media in schools? Give any **two** details. 2

Re-read lines 25–44

5. Heike Bühler states that many German classrooms lack technology. What does she know from her own experience? Give **three** details. 3
6. According to a survey by Deutsche Telekom, what evidence is there that German pupils are not getting enough access to computers in their schools? Give any **three** details. 3
7. What does Professor Spannagel suggest to overcome this lack of technology in schools? State **one** thing. 1

Re-read lines 51–56

- |     |  |    |
|-----|--|----|
| 8.  | What reasons does Professor Spannagel give for some teachers' lack of confidence about the new media? State <b>two</b> things.   | 2  |
| 9.  | Now consider the article as a whole. Does the writer give a positive or a negative view of the use of digital media in German classrooms? Give reasons for your answer with reference to the text. | 2  |
| 10. | Translate into English:<br>"Im Allgemeinen ..... zu zeigen." (lines 45–48)   | 10 |

## SECTION 2 — DIRECTED WRITING — 10 marks

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

### SCENARIO 1: Employability

You have been working in a café in Germany to develop your language skills and gain work experience.

You write a short article in German about your experiences there for the local newspaper.

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

- where you found the job advert **and** how you applied for the job
- what kind of work you have been doing
- what you thought about the job
- whether you would recommend a summer job abroad

You should write approximately 120–150 words.

**OR**

### SCENARIO 2: Culture

On your return from a gap year abroad, you write an article in German for the Modern Languages Department website of your school/college.

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

- where you went **and** why you went there
- how you funded your gap year
- what you learned about the country
- whether you would recommend a gap year

You should write approximately 120–150 words.

**[END OF SPECIMEN QUESTION PAPER]**



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## Marking Instructions

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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 German 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 1-8 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 9 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 10 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"> <li>Smartphones, notebooks and tablets are /Technology is part of everyday life for teenagers (in Germany)</li> <li>It plays an important role in learning</li> </ul>	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			<ul style="list-style-type: none"> <li>Before, a lot of effort was involved or he had to set up the technology in his classroom</li> <li>Before, he had to go to a computer room</li> <li>Nowadays there is a whiteboard in every classroom</li> <li>Nowadays a film presentation is only a few clicks away</li> <li>(There must be a comparison between then and now)</li> </ul> <p><i>Any 3 points from possible 5 for 3 marks</i></p>	3	
3			<ul style="list-style-type: none"> <li>Smartphones and computers can make children passive/inactive</li> <li>Children only deal with information in a superficial way</li> <li>Computers make pupils addicted</li> </ul> <p><i>Any 2 points from possible 3 for 2 marks</i></p>	2	



Question			Expected answer(s)	Max mark	Additional guidance
4			<ul style="list-style-type: none"> <li>Using media is (often) a time-waster</li> <li>Teachers experience technical problems</li> <li>The form is more important than the content</li> </ul> <p><i>Any 2 points from possible 3 for 2 marks</i></p>	2	
5			<ul style="list-style-type: none"> <li>Each school (he knows) has a different amount of technical equipment / it varies from school to school</li> <li>His own (grammar) school is not bad</li> <li>Many schools cannot afford to provide the newest machines/computers</li> </ul>	3	
6			<ul style="list-style-type: none"> <li>Only 4% of parents consider the use of computers in schools to be excellent</li> <li>In only one in ten schools does every pupil have access to a computer in lessons</li> <li>Only every third pupil uses computers once a week</li> <li>30% of pupils do not use computers in lessons at all</li> </ul> <p><i>Any 3 points from possible 4 for 3 marks</i></p>	3	
7			<ul style="list-style-type: none"> <li>Pupils should be allowed to use their own computers / machines / devices</li> </ul>	1	

Question			Expected answer(s)	Max mark	Additional guidance								
8			<ul style="list-style-type: none"><li>Teachers have a stressful daily routine</li><li>They don't have the time to keep up with current developments in technology</li></ul>	2									
9			<p>Outline of possible answers:</p> <p>The writer is mostly negative for the following reasons:</p> <ul style="list-style-type: none"><li>He quotes from people (teachers, academics, politicians and pupils) who give a negative view</li><li>He says that Germany is behind other countries</li><li>He quotes statistics that demonstrate this</li><li>He contrasts Germany's economic success with the lack of technology available in schools</li></ul>	3	<p>Markers must apply the following guidance in addition to the suggested Marking Instruction for this question:</p> <table><tr><th>Marks</th><th>Commentary</th></tr><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 these marking instructions.</td></tr><tr><td>1</td><td>The candidate provides an answer which 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></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 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.
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 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.												

Question			Expected answer(s)	Max mark	Additional guidance
10	1		<ul style="list-style-type: none"> <li>In general the survey results for teachers are not very good.</li> </ul>	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> <p><b>2 - Good:</b> Essential information and relevant details are understood and conveyed clearly and accurately, with appropriate use of English.</p> <p><b>1 - Satisfactory:</b> Essential information is understood and conveyed clearly and comprehensibly, although some of the details may be translated in an imprecise or inaccurate manner. The key message is conveyed in spite of inaccuracies and weaknesses in the use of English.</p> <p><b>0 - Unsatisfactory:</b> The candidate fails to demonstrate sufficient understanding of the essential idea.</p>
	2		<ul style="list-style-type: none"> <li>About half of all pupils</li> </ul>	2	
	3		<ul style="list-style-type: none"> <li>evaluate the teachers' competence at using media as negative</li> </ul>	2	
	4		<ul style="list-style-type: none"> <li>Every third pupil described their teachers' knowledge of computers as lacking</li> </ul>	2	
	5		<ul style="list-style-type: none"> <li>Most teachers <b>only</b> use hardware and software to show films or presentations</li> </ul>	2	

## General Marking Principles for Higher German 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 German 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:

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 - or even about information that is not covered by any of the bullet points- as for the three remaining bullet points. In such cases, the lower mark being considered should be awarded.
The marker is having great difficulty in deciding whether the writing is good enough to pass	It is essential to consider carefully the accuracy of the verbs overall. If more verbs are correct than incorrect, it is likely that the candidate deserves to pass, unless there are many other inaccuracies in the writing.
The Directed Writing, from the point of view of content, looks as if it belongs in a top category, but contains some possibly serious grammatical errors as a result of using relatively advanced structures combined with a less than confident knowledge of more basic structures	This is a case where the candidate is more adventurous, but less accurate. It is always important to assess what it is the candidate can do, and thus highlight the positive. However, in such cases, it is likely that the candidate will be awarded 6.

Mark	Content	Accuracy	Language resource: variety, range, structures
10	<ul style="list-style-type: none"> <li>The content is comprehensive</li> <li>All bullet points are addressed fully and some candidates may also provide additional relevant information</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>A comprehensive range of verbs is used accurately and tenses are consistent and accurate</li> <li>There is evidence of confident handling of all aspects of grammar and accurate spelling, although the language may contain a number of minor errors, or even one serious error</li> </ul>	<ul style="list-style-type: none"> <li>The language used is detailed and complex</li> <li>There is good use of adjectives, adverbs, prepositional phrases and, where appropriate, word order</li> <li>A comprehensive range of verbs/verb forms, tenses and constructions is used</li> <li>Some modal verbs and infinitives may be used</li> <li>The candidate is comfortable with the first person of the verb and generally uses a different verb in each sentence</li> <li>Sentences are mainly complex and accurate</li> <li>The language flows well</li> </ul>

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

Mark	Content	Accuracy	Language resource: variety, range, structures
6	<ul style="list-style-type: none"> <li>The content is adequate and may be similar to that of an 8</li> <li>Bullet points may be addressed adequately, however <b>one</b> of the bullet points may not be addressed</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>The verbs are generally correct, but basic</li> <li>Tenses may be inconsistent, with present tenses being used at times instead of past tenses</li> <li>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)</li> <li>Overall, there is more correct than incorrect and there is the impression that the candidate can handle tenses</li> </ul>	<ul style="list-style-type: none"> <li>There are some examples of detailed and complex language</li> <li>The language is perhaps repetitive and uses a limited range of verbs and fixed phrases not appropriate to this level</li> <li>The candidate relies on a limited range of vocabulary and structures</li> <li>There is minimal use of adjectives, probably mainly after "is"</li> <li>The candidate has a limited knowledge of plurals</li> <li>A limited range of verbs is used to address some of the bullet points</li> <li>The candidate copes with the past tense of some verbs</li> <li>When using the perfect tense, the past participle is incorrect or the auxiliary verb is omitted on occasion</li> <li>Sentences are mainly single clause and may be brief</li> </ul>



Mark	Content	Accuracy	Language Resource: variety, range, structures
4	<ul style="list-style-type: none"> <li>The content may be limited and the Directed Writing may be presented as a single paragraph</li> <li>Bullet points may be addressed in a limited way</li> <li><b>Two</b> of the bullet points are not addressed</li> </ul>	<ul style="list-style-type: none"> <li>The language is mainly inaccurate and after the first bullet the control of the language structure may deteriorate significantly</li> <li>A limited range of verbs is used</li> <li>Ability to form tenses is inconsistent</li> <li>In the use of the perfect tense the auxiliary verb is omitted on a number of occasions</li> <li>There may be confusion between the singular and plural form of verbs</li> <li>There are errors in many other parts of speech - gender of nouns, cases, singular/plural confusion - and in spelling and, where appropriate, word order</li> <li>Several errors are serious, perhaps showing mother tongue interference</li> </ul>	<ul style="list-style-type: none"> <li>There is limited use of detailed and complex language</li> <li>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</li> <li>The candidate mainly copes only with simple language</li> <li>The verbs “was” and “went” may also be used correctly</li> <li>Sentences are basic and there may be one sentence that is not intelligible to a sympathetic native speaker</li> <li>An English word may appear in the writing or a word may be omitted</li> <li>There may be an example of serious dictionary misuse</li> </ul>

Mark	Content	Accuracy	Language resource: variety, range, structures
2	<ul style="list-style-type: none"> <li>The content may be basic or similar to that of a 4 or even a 6</li> <li>Bullet points are addressed with difficulty</li> </ul>	<ul style="list-style-type: none"> <li>The language is inaccurate in all four bullets and there is little control of language structure</li> <li>Many of the verbs are incorrect or even omitted. There is little evidence of tense control</li> <li>There are many errors in other parts of speech – personal pronouns, gender of nouns, cases, singular/plural confusion, prepositions, for instance</li> </ul>	<ul style="list-style-type: none"> <li>There is little use, if any, of detailed and complex language</li> <li>Verbs used more than once may be written differently on each occasion</li> <li>The candidate displays almost no knowledge of the past tense of verbs</li> <li>The candidate cannot cope with more than one or two basic verbs</li> <li>Sentences are very short and some sentences may not be understood by a sympathetic native speaker</li> </ul>

Mark	Content	Accuracy	Language resource: variety, range, structures
0	<ul style="list-style-type: none"> <li>The content is very basic</li> <li>The candidate is unable to address the bullet points</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li><b>Three or more</b> of the bullet points are not be addressed</li> </ul>	<ul style="list-style-type: none"> <li>The language is seriously inaccurate in all four bullets and there is almost no control of language structure</li> <li>Most errors are serious</li> <li>Virtually nothing is correct</li> <li>Very little is intelligible to a sympathetic native speaker</li> </ul>	<ul style="list-style-type: none"> <li>There is no evidence of detailed and complex language</li> <li>The candidate may only cope with the verbs to have and to be</li> <li>There may be several examples of mother tongue interference</li> <li>English words are used</li> <li>Very few words are written correctly in the modern language</li> <li>There may be several examples of serious dictionary misuse</li> </ul>

[END OF SPECIMEN MARKING INSTRUCTIONS]