



FOR OFFICIAL USE

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National  
Qualifications  
SPECIMEN ONLY

Mark

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SQ42/H/02

Spanish  
Listening and Writing

Date — Not applicable

Duration — 1 hour



\* S Q 4 2 H 0 2 \*

Fill in these boxes and read what is printed below.

Full name of centre

--

Town

--

Forename(s)

--

Surname

--

Number of seat

--

Date of birth

Day

Month

Year

D	D
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M	M
---	---

Y	Y
---	---

Scottish candidate number

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Total marks — 30

## SECTION 1 — LISTENING — 20 marks

You will hear two items in Spanish. **Before you hear each item, you will have one minute to study the questions.** You will hear each item twice, with an interval of one minute between playings. You will then have time to answer the questions before hearing the next item. Write your answers clearly, in **English**, in the spaces provided.

## SECTION 2 — WRITING — 10 marks

Write your answer clearly, in **Spanish**, in the space provided.

Attempt ALL questions. You may use a Spanish dictionary.

Additional space for answers is provided at the end of this booklet. If you use this space you must clearly identify the question number you are attempting.

You are not allowed to leave the examination room until the end of the test.

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

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



\* S Q 4 2 H 0 2 0 1 \*

## SECTION 1 — LISTENING — 20 marks

Attempt ALL questions

MARKS  
DO NOT  
WRITE IN  
THIS  
MARGIN

### Item 1

You listen to Manuel, who talks about his leisure activities.

- (a) (i) Why did Manuel stop playing football? 1

\_\_\_\_\_

- (ii) In what ways does he stay involved in football? Give any **one** detail. 1

\_\_\_\_\_

- (b) Manuel's passion for music started when he was very young. Give any **one** example. 1

\_\_\_\_\_

- (c) What did Manuel discover in music? Give any **one** detail. 1

\_\_\_\_\_

- (d) Manuel talks about a leisure survey.

- (i) What are the two most common leisure activities amongst Spanish young people? 2

\_\_\_\_\_

\_\_\_\_\_

- (ii) What surprises Manuel about the results of the survey? 1

\_\_\_\_\_

- (e) Overall, which statement best describes Manuel's feelings about his leisure activities? Tick (✓) the correct statement. 1

His leisure activities are identical to those of typical young Spaniards.	
Leisure activities are important to him.	
He hasn't got enough time for his leisure activities.	



\* S Q 4 2 H 0 2 0 2 \*

**Item 2**

You listen to an online interview with a Spanish pop singer, Carmen.

- (a) Carmen describes how her professional career started. Give any **two** details about this.

2

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- (b) Carmen has made the list of “People” magazine’s 100 Most Beautiful. What does Carmen think about this? State any **one** thing.

1

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- (c) Carmen talks about the advantages and disadvantages of being famous.

- (i) State any **one** advantage.

1

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- (ii) State any **one** disadvantage.

1

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- (d) Carmen then talks about what makes her happy.

- (i) What makes Carmen happy?

1

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- (ii) She also loves to go back home. Why is this? Give any **one** reason.

1

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- (e) When does Carmen find inspiration?

1

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- (f) Apart from sport, what does Carmen do to stay healthy? Give any **two** details.

2

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Item 2 (continued)

MARKS

DO NOT  
WRITE IN  
THIS  
MARGIN

- (g) Finally, what does Carmen say about languages? Give any **two** details.

2

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\* S Q 4 2 H 0 2 0 4 \*

**MARKS** | DO NOT  
WRITE IN  
THIS  
MARGIN

Escribe 120–150 palabras, en español, para expresar tus ideas.

This image shows a single page from a notebook or ledger. It features approximately 20 evenly spaced, thin grey horizontal lines across its entire width. The background is plain white, and there are no margins, text, or other markings present.

ANSWER SPACE FOR SECTION 2 (continued)

MARKS

DO NOT  
WRITE IN  
THIS  
MARGIN

[END OF SPECIMEN QUESTION PAPER]



\* S Q 4 2 H 0 2 0 6 \*

ADDITIONAL SPACE FOR ANSWERS

MARKS

DO NOT  
WRITE IN  
THIS  
MARGIN



\* S Q 4 2 H 0 2 0 7 \*

ADDITIONAL SPACE FOR ANSWERS

MARKS

DO NOT  
WRITE IN  
THIS  
MARGIN



\* S Q 4 2 H 0 2 0 8 \*





National  
Qualifications  
SPECIMEN ONLY

**SQ42/H/12**

**Spanish  
Listening Transcript**

Date — Not applicable

Duration — 1 hour

**This paper must not be seen by any candidate.**

The material overleaf is provided for use in an emergency only (eg the recording or equipment proving faulty) or where permission has been given in advance by SQA for the material to be read to candidates with additional support needs. The material must be read exactly as printed.



\* S Q 4 2 H 1 2 \*

## Transcript — Higher

### Instructions to reader(s):

For each item, read the English **once**, then read the Spanish **twice**, with an interval of 1 minute between the two readings. On completion of the second reading, pause for the length of time indicated in brackets after the item, to allow the candidates to write their answers.

Where special arrangements have been agreed in advance to allow the reading of the material, those sections marked **(f)** should be read by a female speaker and those marked **(m)** by a male; those sections marked **(t)** should be read by the teacher.

### (t) Item 1

You listen to Manuel who talks about his leisure activities.

**You now have one minute to study the questions for Item 1.**

### (m) En mi vida tengo dos pasiones, el deporte y la música:

Cuando tenía diez años empecé a jugar al fútbol con mis amigos del barrio. Cada día pasábamos muchas horas juntos en el parque entrenando. Yo era muy buen jugador, y me hubiera gustado ser futbolista profesional. Pero, con doce años empecé a tener problemas con la rodilla y no pude continuar jugando al fútbol, así que dejé de jugar al fútbol. A pesar del problema con la rodilla, para mí, el fútbol sigue siendo importante aunque ahora lo disfruto como espectador. Soy abonado de mi equipo favorito y no me pierdo nunca los partidos. También soy el asistente del entrenador de un equipo de niños pequeños.

Mi pasión por la música me viene desde que era muy joven: por ejemplo, con solo cinco años aprendí a tocar la guitarra, y cuando estaba en la escuela en vez de estudiar escribía canciones. Descubrí que la música era mi forma de expresarme, y una manera de olvidarme de los problemas. Estoy en un grupo de música pop con mis amigos y solemos ensayar casi todos los fines de semana.

La semana pasada leímos una encuesta en el instituto sobre los pasatiempos más populares de los jóvenes españoles: El primero era participar en deportes de equipo, como el fútbol o el baloncesto. El segundo más popular era pasar tiempo hablando con los amigos en las redes sociales. Me sorprende que los jóvenes ahora pasen más tiempo en las redes sociales, chateando con sus amigos en internet, que hablando con sus amigos cara a cara.

*(2 minutes)*

**(t) Item 2**

You listen to an online interview with a Spanish pop singer, Carmen.

**You now have one minute to study the questions for Item 2.**

**(m) Hola Carmen, es un placer tenerte aquí con nosotros, muchas gracias.**

**(f) El placer es mío.**

**(m) Carmen, ¿te has hecho famosa muy rápidamente!, cuéntanos cómo empezó tu carrera profesional.**

**(f) Bueno, yo empecé cantando en el sofá blanco de mi casa y puse los videos en las redes sociales. Por esto tengo que reconocer que las nuevas tecnologías han jugado un papel muy importante en mi carrera profesional.**

**(m) Carmen, según la revista “People” eres una de las cien personas más bellas del mundo. . ., ¿qué piensas sobre esto?**

**(f) Pues para decir la verdad no me importa en absoluto. Yo me dedico a escribir canciones, a tocar la guitarra, y a lo que más me gusta, a cantar.**

**(m) Dime Carmen, ¿te gusta ser famosa?**

**(f) Ser famosa tiene ventajas. Por ejemplo, si me reconocen en un restaurante, insisten que me sienten en una de las mejores mesas. Por las calles mucha gente me sonríe o mis fans me piden un autógrafo. Por otro lado, es difícil escaparme, o no llamar la atención. ¡Me gustaría entrar en una tienda sin que los dependientes me reconozcan!**

**(m) Y ¿qué te hace feliz?**

**(f) Hay muchas cosas que me hacen feliz, como irme de vacaciones o descansar en la playa pero lo que me encanta es volver a mi casa, a mi tierra, a Málaga, porque echo mucho de menos la comida de mi madre y me gusta pasar tiempo con mi familia.**

**(m) Cuéntame, ¿cómo buscas la inspiración para tus canciones?**

**(f) Bueno, como Málaga está en la costa, busco la inspiración cuando doy un paseo por la playa. Además, como estoy muy ocupada, a veces me llega la inspiración incluso hasta en el gimnasio haciendo ejercicio o en clase de zumba.**

**(m) Ah, en el gimnasio. ¿Y además del deporte, que más haces para mantenerte en forma?**

**(f) Para mí la salud es muy importante, por ejemplo nunca he fumado. Yo tengo una dieta muy equilibrada, no como mucha grasa e intento dormir ocho horas al día.**

**(m) Y, para terminar ¿qué tal se te dan los idiomas?**

**(f) Bueno, hablo francés con fluidez, y en mis conciertos siempre canto una canción en francés. Quiero mejorar mi nivel de inglés porque considero que los idiomas son muy importantes. También me gusta escuchar música en inglés.**

*(2 minutes)*

**(t) End of test.**

**Now look over your answers.**



National  
Qualifications  
SPECIMEN ONLY

**SQ42/H/02**

**Spanish  
Listening and Writing**

## 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 Spanish Section 1 – 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 always be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) Award a mark to each answer. Marks are not transferable between questions and the answers for each question must come from the Item.
- (d) The marks available in this Paper are as follows:
  - i) Questions (a) - (d) from Item 1 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 range between 1-2 marks.
  - ii) Question (e) 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.
- (e) For questions that ask candidates to ‘state...’ or ‘give’, candidates must give a brief, accurate response/name.
- (f) 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.
- (g) The utmost care must be taken when entering and totalling marks. Where appropriate, all summations for totals must be carefully checked and confirmed.
- (h) For live Listening Marking Instructions, there will be a process of illustrating other acceptable answers.

**Marking Instructions: Section 1 – Listening**  
**Item 1**

Question			Expected Answer(s)	Max mark	Additional Guidance
1	a	i	<ul style="list-style-type: none"> <li>He had problems with his knee</li> </ul>	1	<p>Markers should use their professional judgment, subject knowledge and experience, and understanding to award marks to candidate responses.</p> <p>Markers should ignore extraneous material that does not contradict the answer.</p>
	a	ii	<ul style="list-style-type: none"> <li>He has a season ticket/ is a supporter of his favourite team</li> <li>He never misses his favourite team's games/matches</li> <li>He is an assistant coach for a team of small children</li> </ul> <p><i>Any one of above 3 points for 1 mark</i></p>	1	
1	b		<ul style="list-style-type: none"> <li>At five he played the guitar</li> <li>At school he wrote songs</li> </ul> <p><i>Any one of above 2 points for 1 mark</i></p>	1	
1	c		<ul style="list-style-type: none"> <li>A form of expressing himself</li> <li>A way of forgetting his problems</li> </ul> <p><i>Any one of the above 2 points for 1 mark</i></p>	1	
1	d	i	<ul style="list-style-type: none"> <li>(To participate in) team sports</li> <li>(To participate in) social networks</li> </ul>	2	
1	d	ii	<ul style="list-style-type: none"> <li>Young people spend more time communicating via social networks than face to face.</li> </ul>	1	
1	e		<ul style="list-style-type: none"> <li>Leisure activities are really important to him.</li> </ul>	1	

Item 2

Question			Expected Answer(s)	Max mark	Additional Guidance
2	a		<ul style="list-style-type: none"> <li>• She started singing on her (white) sofa at home</li> <li>• Posting her videos on social networks</li> <li>• New technologies were very important</li> </ul> <p><i>Any two of the above points for 2 marks</i></p>	2	Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidate responses.
2	b		<ul style="list-style-type: none"> <li>• She doesn't care/ it does not matter/ she doesn't care at all</li> <li>• Her job is to sing/ play the guitar/ write songs</li> </ul> <p><i>Any one of the above points for 1 mark</i></p>	1	
2	c	i	<ul style="list-style-type: none"> <li>• If they recognise her in a restaurant, she gets one of the best / better tables</li> <li>• In the streets people smile at her</li> <li>• Fans ask for her autograph</li> </ul> <p><i>Any one of the above points for 1 mark</i></p>	1	

Question			Expected Answer(s)	Max mark	Additional Guidance
2	c	ii	<ul style="list-style-type: none"> <li>It is difficult to escape</li> <li>It is difficult not to draw attention to herself</li> <li>She would like to walk into a shop where the shop attendants did not recognise her</li> </ul> <p><i>Any one of the above points for 1 mark</i></p>	1	
2	d	i	<ul style="list-style-type: none"> <li>Going on holiday</li> <li>Relaxing on the beach</li> </ul> <p><i>Any one of the above points for 1 mark</i></p>	1	
2	d	ii	<ul style="list-style-type: none"> <li>Because she misses her mother's cooking/food</li> <li>Because she likes to spend time with her family</li> </ul> <p><i>Any one of the above points for 1 mark</i></p>	1	
2	e		<ul style="list-style-type: none"> <li>Walking on the beach</li> <li>Exercising in the gym</li> <li>Going to a zumba class</li> </ul> <p><i>Any one of the above points for 1 mark</i></p>	1	
2	f		<ul style="list-style-type: none"> <li>Has never smoked</li> <li>Balanced diet</li> <li>Doesn't eat much fat/ fatty food</li> <li>Tries to sleep 8 hours</li> </ul> <p><i>Any two of the above points for 2 marks</i></p>	2	



Question			Expected Answer(s)	Max mark	Additional Guidance
2	g		<ul style="list-style-type: none"> <li>• She speaks French fluently</li> <li>• She always sings one song in French at her concerts</li> <li>• She wants to improve her English because she thinks languages are important</li> <li>• She likes listening to music in English</li> </ul> <p><i>Any two of the above points for 2 marks</i></p>	2	

## General Marking Principles for Higher Spanish Section 2 – 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) 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) Marks for each candidate response must **always** be assigned in line with these General Marking Principles and the specific Marking Instructions for the Writing task.
- (c) For each of the sections for writing, the marker should select the pegged mark that most closely describes the candidate's performance.
- (d) Marking should be holistic. There may be strengths and weaknesses in the piece of writing; markers should focus as far as possible on the strengths, taking account of weaknesses only where they significantly detract from the overall impression. Marks should be awarded for the candidate's demonstration of ability in the three main characteristics in writing:
  - i) Content
  - ii) Accuracy
  - iii) Language resource - variety, range, structure
- (e) Markers can award the highest pegged mark for writing even if there are minor errors. These should not detract from the overall impression.
- (f) Candidates may display ability across more than one pegged mark descriptor. Markers should recognise the closeness of the pegged mark descriptors and consider carefully the most appropriate overall pegged mark based on the candidate's performance.

The table below gives further guidance to markers. If:

the candidate exceeds the recommended word count	This in itself need not be important, although it is important to be clear that it is possible to attain top marks, if the writing does not exceed 120 words. It is important to assess what has been written - sometimes by exceeding the word count the candidate's control of the language deteriorates and this has to be reflected in the mark awarded.
the candidate has been asked to address a topic with two aspects but only addresses one of these	In such a case the candidate is deemed to have not addressed the task fully. The quality of the language should be assessed and the writing should then be placed in the next category down, eg if the writing would otherwise have been awarded 8, it should instead be awarded 6.
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 marks. 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	<ul style="list-style-type: none"> <li>• The content is comprehensive</li> <li>• The topic is addressed fully, in a balanced way</li> <li>• Some candidates may also provide additional information.</li> <li>• Overall this comes over as a competent, well thought-out response to the task which reads naturally.</li> </ul>	<ul style="list-style-type: none"> <li>• 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</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 spelling accurately, although the language may contain a number of minor errors, or even one serious major 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>• The candidate uses co-ordinating conjunctions and subordinate clauses throughout the writing.</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>• The topic is addressed clearly</li> </ul>	<ul style="list-style-type: none"> <li>• 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</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.</li> <li>• Verbs and other parts of speech are used accurately but simply.</li> </ul>	<ul style="list-style-type: none"> <li>• The language used is detailed and complex</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>• Most of the more complex sentences use co-ordinating conjunctions, and there may also be examples of subordinating conjunctions where appropriate.</li> <li>• Sentences are generally complex and mainly accurate.</li> <li>• At times the language may be more basic than might otherwise be expected at this level.</li> <li>• There may be an example of minor misuse of dictionary.</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 or a 10</li> <li>The topic is addressed adequately</li> </ul>	<ul style="list-style-type: none"> <li>The language may be mostly accurate. However, in places, control of the language structure may deteriorate significantly.</li> <li>The verbs are generally correct, but basic. Tenses may be inconsistent, with present tenses being used at times instead of past tenses.</li> <li>There may be errors in spelling, e.g. reversal of vowel combinations adjective endings and some prepositions may be inaccurate or omitted, e.g. 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</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>The candidate copes with the present tense of most verbs.</li> <li>Where the candidate attempts constructions with modal verbs, these are not always successful.</li> <li>Sentences are mainly single clause and may be brief</li> <li>There may be some misuse of dictionary</li> </ul>

Mark	Content	Accuracy	Language Resource: variety, range, structures
4	<ul style="list-style-type: none"> <li>• The content may be limited and may be presented as a single paragraph</li> <li>• The topic is addressed in a limited way</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</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> <li>• Overall there is more incorrect than correct.</li> </ul>	<ul style="list-style-type: none"> <li>• There is limited use of detailed and complex language and the language is mainly simple and predictable</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>• There is inconsistency in the use of various expressions, especially verbs.</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>• The topic is thinly addressed</li> </ul>	<ul style="list-style-type: none"> <li>• The language is almost completely inaccurate throughout the writing 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</li> <li>• Prepositions are not used correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• There is little use, if any, of detailed and complex language</li> <li>• The candidate has a very limited vocabulary.</li> <li>• Verbs used more than once may be written differently on each occasion.</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> <li>• Several English or “made-up” words may appear in the writing.</li> <li>• There are examples of serious dictionary misuse.</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 topic.</li> </ul>	<ul style="list-style-type: none"> <li>• The language is seriously inaccurate throughout the writing and there is almost no control of language structure</li> <li>• (Virtually) nothing is correct.</li> <li>• Most of the errors are serious.</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 copes only with “have” and “am”.</li> <li>• There may be several examples of mother tongue interference.</li> <li>• Very few words are written correctly in the modern language.</li> <li>• English words are used.</li> <li>• There may be several examples of serious dictionary misuse.</li> </ul>

[END OF SPECIMEN MARKING INSTRUCTIONS]