

2005 French

Higher – Reading and Directed Writing

Finalised Marking Instructions

These Marking Instructions have been prepared by Examination Teams for use by SQA Appointed Markers when marking External Course Assessments.

2005 French Higher: Reading

Marking Key

The comprehension questions are designed to find out whether the candidates have understood the main points of the passage, including where appropriate something of the author's purpose in writing the text.

In the marking schemes which follow, a bullet point designates information required for the award of 1 point; a word or concept printed in bold type must be evident within an answer before the point can be awarded.

To assess an answer, tick each piece of information which constitutes a correct point. If the information is subsequently contradicted in the same answer, put a cross through the relevant tick. Similarly, if correct information is accompanied in the same answer by information which shows lack of real understanding, put a cross through the relevant tick.

No points can be awarded in a sentence whose overall meaning is unclear.

The inclusion of irrelevant information in an answer should not be penalised unless it contradicts the text.

If information required but not given in answer to one question appears in answer to a different question, it cannot be credited with any marks unless it would also correctly answer that question.

The total mark awarded for each question should be written on the inside margin, at the end of the relevant question.

When the comprehension questions have been marked, points should be totalled and written on the inside margin as a mark out of 20.

Section A - General Points

Correct points should be marked with a tick and the total number of marks written in the inside margin after each heading.

No marks should be given for points written under a different heading unless they would also answer that heading. In such a case the mark should be transferred to the total for the heading under which the mark was originally allocated. Where candidates list irrelevant information, no credit should be given for this, even if there is some correct information in the middle of it.

The total number of points scored should be written in the inner margin at the end of Section A.

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Higher - Reading and Directed Writing**

Marking Instructions

Questions/Acceptable answers	Unacceptable answers	Acceptable
1. Many school leavers use the Internet to find jobs. (lines 1-23)		
(a) What does the Internet represent for many school leavers? 1 point		
<ul style="list-style-type: none"> (the world's) <u>largest/biggest</u> employment/job/recruitment agency/centre 	great/huge/massive/world-wide <u>employers'</u> agency the biggest organisation of employment	
(b) What on-line services do the CRIJ centres offer? 2 points		
<ul style="list-style-type: none"> (practical) information on workers'/a worker's/employment/working rights 	the rights of <u>work</u> the right <u>to work</u> <u>the laws of</u> the worker the right workers/job	rights <u>at</u> work
<ul style="list-style-type: none"> job/employment/work (offers) matched/suited/ corresponding/connected to your/their interests 	to <u>someone's</u> interests to young people's interests offers that you are <u>interested in</u> /find <u>interesting</u>	

Questions/Acceptable answers	2 points	Unacceptable answers	Acceptable
<p>(c) How can some sites help people who are nervous about applying for a job?</p> <ul style="list-style-type: none"> • help you to write/compose/make up/ prepare a letter of application/ a candidate letter/an applicant letter • offer you a virtual/practice/on-line/pretend/mock/dummy interview 	2 points	<p><u>they</u> will write. . . a <u>CV/application form</u> an <u>employment</u> letter</p> <p>a <u>potential/fake/interactive</u> interview</p>	give you tips on
<p>(d) The "Jobpilot" site offers an interactive service. How can this help people find the type of job they want?</p> <ul style="list-style-type: none"> • find a job/employment /work <u>near</u> (to) where you/they live/near you/them • <u>advice</u> for working abroad/in foreign countries/ for foreign jobs 	2 points	<p>close to what you want <u>where</u> you like</p> <p><u>finds/gets</u> a job abroad for you</p>	

Questions/Acceptable answers	Unacceptable answers	Acceptable
<p>2. Some people in America have begun to use the Internet for begging. (lines 24-67)</p>		
<p>1 point</p> <p>(a) Why did Karen need \$20,000?</p> <ul style="list-style-type: none"> to pay <u>credit card</u> debt/bills 		
<p>1 point</p> <p>(b) Why was she surprised that so many people had sent her so much money?</p> <ul style="list-style-type: none"> she had done/did nothing to <u>earn/deserve/merit</u> it 	<p>to <u>get/win</u> the money/it</p>	
<p>1 point</p> <p>(c) In what other way has Karen's life changed?</p> <ul style="list-style-type: none"> she is famous/a celebrity <p>OR</p> <p>she gives/has given TV interviews/been interviewed on TV</p>		

Questions/Acceptable answers	2 points	Unacceptable answers	Acceptable
(d) What two reasons does Elaine give for asking for money?	2 points	grant/scholarship/school fees borrowed \$40,000 <u>from</u> school	
<ul style="list-style-type: none"> she has a (large/\$40,000) <u>student/school/schooling/education/college loan</u> to repay 		to become an opera singer (on its own) to go on a singing course	
<ul style="list-style-type: none"> to pay for singing lessons (to become an opera singer) 			
(e) Why does she urge people to act quickly?	1 point	because she has a beautiful voice her voice would go to <u>waste</u> nice/good voice	lovely voice
<ul style="list-style-type: none"> before she <u>loses</u>/so that she doesn't lose/she will lose/she is losing her <u>beautiful/soprano voice</u> 			

Questions/Acceptable answers

Unacceptable answers

Acceptable

3. Not every Internet beggar appears to be a worthy cause. (lines 68-96)

(a) What do the police say about the young people involved in Internet begging?

2 points

- most are not criminals
 - they are running/taking risks/a risk/the risk without knowing (it)
- OR
- they do not know the risks they are running/they should be aware of the risks involved

they are not criminals
not all are criminals

they run unknown risks
they carry/court risks
without the knowledge

danger(s)
hazards

understanding
realising

(b) Alice is not a typical beggar. In what ways is she different?

2 points

- not homeless/doesn't spend nights outdoors/on the streets/in the entrance of a block of flats.
- from a rich/well-off family/she is spoiled/family has money
- she speaks on/accesses/uses the Internet from the comfort of her bedroom

she is not poor

(ignore very/quite)

from her
comfortable (bed)
room

(Any 2 from 3)

Questions/Acceptable answers	2 points	Unacceptable answers	Acceptable
<p>(c) Why does she feel that she should not have to work?</p> <ul style="list-style-type: none"> she is <u>too/so</u> talented/gifted/someone <u>as talented as her</u> (shouldn't have to work) she might spoil/ruin/waste/lose/risk/her beauty/her good looks/beautiful appearance she <u>deserves/merits</u> luxury/to live in luxury. <p>(Any 2 from 3)</p>		<p>talented/very/<u>quite</u> talented/<u>rather</u> talented with <u>enough</u> talent</p> <p>mess up/distort her appearance/her look she's too pretty to work</p> <p>she <u>wants</u> to live in luxury</p>	
<p>(d) What unwelcome responses did she receive to her request for money?</p> <ul style="list-style-type: none"> death threats/a death threat/threats of murder/threatened her life 	1 point	<p><u>more</u> death threats death <u>wishes</u>/responses/letters</p>	

Translation into English

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. The total number of marks gained will, where necessary, be converted to a score out of 10.

Category	Mark	Description
Good	2	Essential information and relevant details are understood and conveyed clearly and accurately, with appropriate use of English.
Satisfactory	1	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.
Unsatisfactory	0	The candidate fails to demonstrate sufficient understanding of the essential information and relevant details. Errors may include mistranslation and/or the failure to translate relevant details.

4. UNIT 1

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>Encouragés par le succès de cette jeune New-Yorkaise,</p> <p>Encouragés par le succès de cette jeune New Yorkaise</p>	<p>Encouraged by the success of this/that young New Yorker/girl from NY,</p> <p>Encouraged by the success of this/that young New Yorker/(young) girl from New York young person/woman/youngster from New York young inhabitant of New York</p>	<p>through the success the successes</p> <p>the youth/teenager</p> <p>New Yorkian</p>	<p>By encouraging To be encouraged Encouragement</p> <p>these/those</p> <p>child omission of “young” (except with “girl”) New Yorkshire New Yorkaise New Yorkers young people from New York</p>

4. UNIT 2

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>des centaines de <Mendiants d'Internet> ont créé des sites</p> <p>des centaines</p> <p>de "Mendiants d'Internet"</p> <p>ont créé</p> <p>des sites</p> <p>*simplement</p>	<p>hundreds of 'Internet Beggars' have created sites</p> <p>hundreds/some hundreds</p> <p>of "Internet Beggars" of "Beggars of/on the Internet"</p> <p>(have) created/set up/started/made/produced/designed</p> <p>(some) sites/websites a site/website</p>	<p>several hundreds <u>the</u> hundreds of . . .</p> <p><u>had</u> created</p> <p><u>the</u> sites/these sites their own sites</p>	<p>certain (about) one hundred</p> <p>"Beggars <u>from</u> the Internet"</p> <p><u>will</u> create <u>are</u> creating <u>were</u> creating</p> <p>simply created* simple sites*</p>

4. UNIT 3

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>simplement pour faire appel à la générosité des autres.</p> <p>*simplement</p> <p>pour faire appel à</p> <p>la générosité des autres.</p>	<p>simply to appeal to the generosity of others/other people.</p> <p>simply/merely</p> <p>to appeal to for appealing to to make an appeal to to call on/upon</p> <p>the generosity of others others' generosity (ignore apostrophe)</p>	<p>exclusively</p> <p>to appeal <u>for/on</u> to <u>ask</u> for to <u>cry out</u> to/call out to to call <u>to</u>/call for</p> <p>the generosity of <u>the</u> others</p>	

* simplement – treat as repeated error if used in previous sense unit.

4. UNIT 4

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>Chacun a une histoire à raconter</p> <p>Chacun</p> <p>a</p> <p>une histoire</p> <p>à raconter</p> <p><u>Note:</u> Each one tells a story = 1 point</p>	<p>Each one has a story to tell</p> <p>They each/all have</p> <p>Each (one)/Every one/Everyone</p> <p>Each of them</p> <p>Each person</p> <p>has/have</p> <p>a story/tale</p> <p>to tell/relate/recount</p>	<p>Everybody</p> <p>have (if clearly clumsy eg Each person have had a history</p>	

4. UNIT 5

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>qui a pour but d'attirer notre compassion.</p> <p>qui a pour but</p> <p>d'attirer</p> <p>notre compassion.</p>	<p>with the aim of attracting our compassion.</p> <p>that/which aims to whose aim/goal is to which is aimed at the purpose/intention of which is with the aim/objective of</p> <p>(to) attract/(of) attracting (to) arouse/engage</p> <p>our compassion/sympathy/pity</p>	<p>to/in order to</p> <p>(to) entice (to) lure (to) incite (to) gain/win (to) appeal to (to) draw</p> <p>your</p>	

Higher Writing

Tasks: Directed writing, addressing 6 bullet points.
Follow-up essay from Listening stimulus.

Assessment 1 Assess the overall quality of the response and allocate it to a category/mark.

Process:

- 2 Check that all 6 bullet points have been addressed.
- 3 Deduct 2 marks (ie single marks, not pegged ones) for each bullet not addressed, up to a maximum of 2 bullets. If 3 or more bullets have not been addressed, the mark must be 0.

CATEGORY	CRITERIA	PAPER I	PAPER II
Very Good	The language is mostly accurate. Can form complex sentences, including a range of structure and vocabulary, and makes appropriate use of learned material. Content addresses the topic fully, and is presented in a clear and structured manner.	15	10
Good	The language is clearly comprehensible throughout, and fairly free of serious errors. Contains a reasonable range of vocabulary and structures. Content is fairly predictable but is mostly relevant and has an adequate sense of structure.	12	8
Satisfactory	The language is sufficiently accurate to convey meaning clearly. Errors may be quite frequent but will not be serious. Can handle tenses, but relies on a limited range of vocabulary and structures. There may be some awkward use of memorised material. Content is free of serious irrelevancies and has some sense of structure.	9	6
Unsatisfactory	The language is insufficiently accurate to convey meaning clearly and consistently. Very limited range of vocabulary and structures. Inappropriate use of learned material, and possibly some unidiomatic translation from English. Content may be partially irrelevant (Essay) and lacking in structure.	6	4
Poor	The language contains frequent basic errors and/or other tongue interference which seriously impede communication. Content may be seriously deficient and unstructured or (Essay) partly irrelevant.	3	2
Very Poor	Largely incomprehensible to a native speaker. No redeeming feature or (Essay) totally irrelevant.	0	0

[END OF MARKING INSTRUCTIONS]