

2006 French

Higher – Listening and Writing

Finalised Marking Instructions

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**2006 French
Higher – Listening/Writing**

Marking Instructions

Questions/Acceptable answers	Unacceptable answers	Acceptable
1. Madame Fourniret, a school teacher, is talking about her job.		
(a) How many pupils are there in Madame Fourniret’s school?	1 point	
<ul style="list-style-type: none"> (about) 650 	660 6 or 7	
(b) Where exactly is the school?	2 points	
<ul style="list-style-type: none"> South-east (of France) Not (very) (too) far from/near/close to the Mediterranean/the seaside resorts 	South-east of town South-west Beside/next to/in/behind On the coast... In the Mediterranean region On the outskirts of the Mediterranean near the seaside	near <u>a</u> Mediterranean resort
2. Why do her working hours suit her?	2 points	
<ul style="list-style-type: none"> No classes <u>on Monday(s)</u>/doesn’t have to go to school/work <u>on Monday(s)</u>/she has Monday off 	<u>no school</u> on Mondays Monday <u>mornings</u>	she has no school on Mondays she has no Mondays
Or		
She can visit/see/spend time with her daughter	go into town Village Can spend <u>time</u> in town son	

Questions/Acceptable answers	1 point	Unacceptable answers	Acceptable
<p>3. (a) Why does she usually arrive at work early?</p> <ul style="list-style-type: none"> Classes start/school/work/she starts at 8o'clock 			
<p>(b) What does she do during her lunchtime?</p> <ul style="list-style-type: none"> Eats/has lunch in the staff room/teachers' lounge/teachers' room Chats/talks/gossips with/to colleagues Does/catches up with marking/correction/corrects/marks jotters/work/homework 	3 points	<p><u>Goes to canteen</u> and eats in staffroom sits in staffroom eats in <u>classroom</u> eats with colleagues (no place) <u>eats in canteen</u> but prefers in the staffroom <u>to be</u> with colleagues Has a laugh with/a carry on with friends</p> <p>doing work Marks and photocopies/ photocopying preparing for class</p>	<p>dines other staff/teachers</p> <p>Marking and preparing for class</p>

Questions/Acceptable answers	1 point	Unacceptable answers	Acceptable
<p>4. (a) Where do many of her pupils live?</p> <ul style="list-style-type: none"> On a farm/farms/in an <u>isolated</u> house/houses (in the country) 	1 point	in the countryside (on its own)	isolated in the country
<p>(b) How do they get to school?</p> <ul style="list-style-type: none"> <u>School</u> bus/coach/transport <u>Parents</u> take them/drive them/give them lift/bring them by car/drop them off 	2 points	<p>A bus is put on for them School car Public transport</p> <p>With parents (on its own) By their own means of transport</p>	relatives

Questions/Acceptable answers		Unacceptable answers	Acceptable
5.	<p>(a) Madame Fourniret says that the farmers' sons that she teaches are less interested in their studies. Why is this?</p> <ul style="list-style-type: none"> (They know) they are going to/will/plan to/want to work on the farm/like their fathers/they will become farmers (like their fathers) [<u>Future</u> career/employment] 	<p>1 point</p> <p>they are (too busy) working on the farm they prefer working on the farm to studying [<u>Present</u> activity]</p>	<p>will take over the farm their career has already been decided will work with their fathers</p>
	<p>(b) What are the ambitions of those pupils who study hard?</p> <ul style="list-style-type: none"> Leave/get (out of town) Get a <u>good/well-paid/better</u> job/jobs/career(s) Go to university/higher education 	<p>3 points</p> <p>to go to a big city</p> <p>Make a better life professional job</p> <p>continue studies further education go to college get a degree</p>	<p>move away go away</p>

Questions/Acceptable answers

6. Why are there not many social problems in the town?

2 points

- You/teachers (get to) know the parents (quickly)

- School/teachers and family/parents work together (to help the child)

- There are (lots of/all sorts of) clubs for young people/youth clubs

Or

There is (always) something to do in the evenings/at night/at weekends

(any 2 from 3)

Unacceptable answers

Everyone/families know(s) each other
it is a close-knit community
you get to know people quickly

teachers and parents keep in touch
with each other
It's like a family at school
The school is close to the family

a (youth) club
After-school clubs

Acceptable

she/the staff get(s) to know
the parents

kids/children

Questions/Acceptable answers	2 points	Unacceptable answers	Acceptable
<p>7. Why do most pupils have a positive attitude towards learning foreign languages?</p> <ul style="list-style-type: none"> (They know) they will find work (more) <u>easily/quickly</u>/it's <u>easy/easier</u> to get a job/find work Some pupils are of Spanish/Portuguese origin/roots/background/parents come from Spain/Portugal <p>Or</p> <p>Some pupils/they want to stay/keep/remain in contact with <u>culture</u> of Spain/Portugal.</p>		<p>good for future careers it will help them in the world of work to find work <u>abroad</u></p> <p>links/contacts/friends/regions some are Spanish/Portuguese</p> <p>to get to know... <u>different</u> cultures the culture <u>of other countries</u></p>	

Higher Writing

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

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