

**2006 French**

**Higher – Reading and Directed Writing**

**Finalised Marking Instructions**

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## **2006 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 underlined 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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**Marking Instructions**

Questions/Acceptable answers	Unacceptable answers	Acceptable
<p>1. Television programmes have increased the number of English people who want to buy a home in France. (lines 1-29)</p>		
<p>(a) What, according to British television, will English people find in France?</p>		
<p><b>1 point</b></p>		
<ul style="list-style-type: none"> <li>A <u>paradise/heaven</u> that has been <u>lost</u> in England/Britain</li> <li>A <u>paradise/heaven</u> that England doesn't have <u>any more/now</u></li> </ul>	<p>A paradise ...<u>far from</u> England that England doesn't have</p>	<p>They <u>we</u> have lost</p>
<p>(b) In what ways has the type of person wanting to move to France changed?</p>		
<p><b>2 points</b></p>		
<ul style="list-style-type: none"> <li>Not only/used to be <u>rich retired</u> people/<u>wealthy pensioners/rich retirees/the retired rich</u> (in the Dordogne)</li> </ul>	<p>people looking for a rich <u>retreat</u> rich <u>people</u></p>	<p>Omission of 'used to be'</p>
<ul style="list-style-type: none"> <li><u>Families</u> buying homes that are <u>cheap/low priced/reasonably priced/low cost</u> (in small villages/all over France)</li> </ul>	<p>young <u>people</u></p>	

Questions/Acceptable answers	2 points	Unacceptable answers	Acceptable
(c) What nostalgic picture do they have of life in France?		In the year 1930	
<ul style="list-style-type: none"> <li>(Life/lifestyle like) England/Britain in the 1930s eg what England was like in 1930s</li> </ul>		pleasant/pleasurable/enjoyable	<u>very</u> peaceful etc
<ul style="list-style-type: none"> <li>Life/it is/was (more) peaceful/calm/relaxed/easy-going/quiet/laid-back</li> </ul>		bands/communications/lines narrow(er) neighbourliness was closer	
<ul style="list-style-type: none"> <li>Social ties/links/bonds/cohesion/connections/relations are/were tight(er), strong(er), close(r). eg the sense of community was stronger/social life was closer knit</li> </ul>	(any 2 from 3)		
(d) What image do television programmes show of people who have already made the move?	2 points	“In a dream house”	
<ul style="list-style-type: none"> <li><u>Buying/having/living</u> in a <u>dream</u> house/house of their dreams Insist on a verb</li> </ul>		Decorating Relaxing in the sun Growing up...	a different tense <u>under</u> the sun
<ul style="list-style-type: none"> <li><u>Doing it up</u>/renovating/restoring <u>in the sun</u>/fabulous weather</li> </ul>			

Questions/Acceptable answers	Unacceptable answers	Acceptable
<p>2. Christopher Taylor thinks that he and his family should move to France, too. (lines 30-62)</p>		
<p>(a) What do the Taylors think is wrong with their life in England? <b>2 points</b></p> <ul style="list-style-type: none"> <li>• They want to find nature, space and time to live</li> <li>• Long days of work far from/away from home/the house eg long time working away from home [Time + distance+ reason]</li> <li>• Not (enough/a lot of) time with/for children They don't see enough of the/their children</li> </ul> <p style="text-align: right;"><b>(any 2 from 3)</b></p>	<p>Journey(s)/travel "long day" (on its own)</p>	<p>Not <u>any</u> time <u>He</u> doesn't see etc They <u>never</u> see....</p>
<p>(b) Why have they decided upon the Languedoc region? <b>1 point</b></p> <ul style="list-style-type: none"> <li>• They go/take/bring children there <u>on holiday each year</u></li> </ul>	<p>They <u>can/will</u> be able to holiday there every year</p>	<p>Past tense "Holidays there each year"</p>
<p>(c) Give examples of the difficulties the family will have to overcome if they move to France. <b>2 points</b></p> <p>Finding a job:</p> <ul style="list-style-type: none"> <li>• Christopher has not found a job/will have to find a job/must find a job</li> </ul>	<p>He may not find a job He <u>may have to</u> ... He cannot find a job</p>	

Questions/Acceptable answers	Unacceptable answers	Acceptable
<p>Finding accommodation:</p> <ul style="list-style-type: none"> <li>Do not have/have not found/will have to/must find accommodation/housing/lodging/a home/house/place to stay</li> </ul>	<p>Flat(s)/apartment(s)</p>	<p>Note: 'may not/cannot' May be a repeated error</p>
<p>Speaking French:</p> <ul style="list-style-type: none"> <li>They hardly speak French/don't speak much French/don't speak French well/fluently/they will have to learn French <b>(any 2 from 3)</b></li> </ul>	<p>Do <u>not</u> speak <u>any</u> French</p>	<p>Christopher (rather than 'they/the family')</p>
<p><b>(d)</b> What decisions did Christopher finally make? <b>3 points</b></p> <ul style="list-style-type: none"> <li>To go to France <u>immediately/on his own</u>/to try his luck on his own/immediately</li> <li>To accept any/every offer/all offers of work</li> <li>When he finds/has found work/a job, he will send for/bring over his family/his family will come over/join him</li> </ul>	<p><u>An</u> offer</p> <p>He will come for his family He will go with/come back with his family.</p>	<p>Past tense is acceptable in any or all bullet points</p> <p>The <u>first</u> offer</p>

Questions/Acceptable answers	Unacceptable answers	Acceptable
3. Many people are unhappy with life in England. (lines 63-98)		
<p>(a) Which <b>two</b> aspects of the working day are particularly stressful? <b>2 points</b></p> <ul style="list-style-type: none"> <li>(Being stuck in) traffic jams/hold ups <u>morning and evening/day and night/all the time</u></li> <li>Idea of short time <u>and</u> location eg eating (lunch/dinner) quickly/in half an hour in front of computer screen/behind counter/in car/in fast food restaurant</li> </ul>	<p>Travelling to work morning and evening</p> <p>Breakfast (Any particular time, eg half past one)</p>	Rush-hour traffic
<p>(b) Patrick Baert says that many English people have money worries. Give <b>one</b> example that he mentions. <b>1 point</b></p> <ul style="list-style-type: none"> <li>(Paying for/saving for/having money) for <u>annual</u> holidays/university fees/expenses/going to uni</li> </ul>	Student loans	
<p>(c) Why are English homeowners interested in moving to France? <b>2 points</b></p> <ul style="list-style-type: none"> <li>House prices have increased/they want to profit from the value of their house/take the money and run</li> <li>They will get more (better house/in terms of housing) for their money in France</li> </ul>	<p>Cost of living has risen</p> <p>Everything is cheaper in France the exchange rate/the currency will... Lots more houses in France for the same money</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.

<b>Category</b>	<b>Mark</b>	<b>Description</b>
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>Je travaille dur depuis vingt ans,</p> <p>Je travaille</p> <p>dur</p> <p>depuis vingt ans</p>	<p>I have been working hard for 20 years,</p> <p>I have worked</p> <p>hard</p> <p>for 20 years</p>	<p>I work</p> <p>for the <u>last</u> 20 years</p> <p>for the <u>past</u> 20 years</p>	<p>I worked</p> <p>I have had to work</p> <p>omission</p> <p>since I was 20</p> <p>since age of 20</p> <p>since 8 years</p> <p>for <u>almost</u> 20 years</p> <p>for <u>around</u> 20 years</p>

UNIT 2

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>mais je lutte pour joindre les deux bouts.</p> <p>mais</p> <p>je lutte</p> <p>pour</p> <p>joindre les deux bouts</p>	<p>but I struggle to make ends meet.</p> <p>but/however</p> <p>I struggle/am struggling I fight/am fighting</p> <p>to/in order to</p> <p>make (both) ends meet get by/cope</p>	<p>have struggled</p> <p>for to...</p> <p>make <u>two</u> ends meet</p>	<p>struggled (check if repeated error)</p> <p><u>join</u> the two ends/attach/put together get in contact with... rub 2 coins together</p>

UNIT 3

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>Tout est si cher, et les services publiques sont insuffisants.</p> <p>Tout</p> <p>est</p> <p>si cher</p> <p>et les services publiques</p> <p>sont</p> <p>insuffisants</p>	<p>Everything is so dear, and (the) public services (are) inadequate.</p> <p>Everything/It's all</p> <p>is</p> <p>so dear/expensive</p> <p>and (the) public services</p> <p>are</p> <p>inadequate/insufficient (any recognisable spelling acceptable)/not good enough/poor/unsatisfactory</p>	<p>All/all of it</p> <p>Omission <u>very/really</u> dear</p> <p>the public service</p> <p>often</p>	<p>if</p> <p>insuffisants</p>

UNIT 4

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>Je ne suis pas contre payer des impôts,</p> <p>Je ne suis pas contre payer des impôts</p>	<p>I am not against paying taxes,</p> <p>I am not against/I don't mind/I'm not opposed to paying taxes/tax</p>	<p>I have nothing against <u>some</u> taxes/tax <u>the</u> taxes/tax</p>	<p>I am for imports income tax</p>

UNIT 5

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>mais en Angleterre, on ne reçoit rien en retour!</p> <p>mais</p> <p>en Angleterre</p> <p>on</p> <p>ne reçoit rien</p> <p>en retour</p>	<p>but in England, you/we get nothing in return!</p> <p>but/however</p> <p>in England/Britain</p> <p>you/we/one</p> <p>get(s)/receive(s) nothing/don't/doesn't get anything</p> <p>in return/back</p>	<p>I/they</p> <p>got/received</p>	<p>Omission</p> <p>never</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]