



2007 French

Higher – Reading and Directed Writing

Finalised Marking Instructions

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2007 French Higher: Reading

Marking Key

The comprehension questions are designed to find out whether the candidates have understood the main points of the passage.

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 I – 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.

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

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Marking Instructions

Questions/Acceptable answers	Unacceptable answers	Acceptable
1. Pauline blames television for the fact that her children no longer talk to her. (lines 1-17)		
(a) Give one way in which Pauline shows the extent to which her children are obsessed by television.		
• They switch it on/watch it <u>when they get up/wake/first thing in the morning</u>	they spend most of their time watching TV they watch it at meal times in the morning before school	TV/it is on <u>when they get up</u> idea of first thing in the morning has to be clear
OR		
• They sit in front of/head straight for/watch it <u>when they come home from school/college</u>	they float	they plant themselves
(1 from 2)		

Questions/Acceptable answers	2 points	Unacceptable answers	Acceptable
<p>(b) What does she miss about the “good old days”?</p> <ul style="list-style-type: none"> The (whole) family/they all sat <u>round/at the table</u> Talked about their <u>day</u>/events of the <u>day</u>/what they did that <u>day</u> 		the family had a meal	re-united/united
<p>(c) What happens when she tries to start a conversation?</p> <ul style="list-style-type: none"> She is told to be quiet/shut up/shh! <u>and</u> I want to see/don’t want to miss/haven’t seen this episode/programme 	1 point	Go away, mum!	tense is not important
Both parts are necessary.			

Questions/Acceptable answers	Unacceptable answers	Acceptable
<p>2. Fabrice Lacombe believes that families should watch less television. (lines 18-35)</p>		
<p>(a) Vittorio is very keen on television. How does he justify this? 1 point</p>		
<p>Idea of a reward/he deserves it</p>		
<ul style="list-style-type: none"> • After a (long/hard) day at work, he <u>deserves</u>/has <u>earned/rewards</u> himself with (an hour) watching TV 	<p>gives himself (without long/hard)</p>	<p>“I” (as quote)</p>
<p>OR</p>		
<ul style="list-style-type: none"> • After a <u>long/hard</u> day at work he looks forward to/likes to watch TV 		<p>wants/needs gives himself Ignore “a little hard“</p>
<p>(b) What does he think has led to families not talking so much? 2 points</p>		
<ul style="list-style-type: none"> • Habits/customs/lifestyles/behaviour in society/social habits etc/have changed 	<p>morals/moral standards manners/ways attitudes society has changed – too general</p>	
<ul style="list-style-type: none"> • (Along with this) family routine(s)/habits/customs/lifestyles/behaviour/ways have changed/the pattern/rhythm of family <u>life</u>/the family dynamic has changed 	<p>family values/rhythms the rhythm of families family pace/rate concept of family family life <u>by itself</u></p>	<p>the pace of family life</p>

Questions/Acceptable answers	Unacceptable answers	Acceptable
3. Fabrice then discusses modern lifestyles. (lines 36-64)		
(a) Why can Maryse’s family not eat together very often?		
<ul style="list-style-type: none"> • They all get home at different times/they do not get back at the same time 		
OR		
<ul style="list-style-type: none"> • details of husband (20h) and son (21h) 	Mari/daughter – take care not to re-penalise in (b)	
(b) Maryse describes her family’s eating arrangements as “self-service”. Why?		
<ul style="list-style-type: none"> • <u>Maryse/mother</u> eats with <u>Laura/daughter</u>/she doesn’t like to see her daughter eat alone 	her younger sister	
<ul style="list-style-type: none"> • When <u>husband starts</u> meal, they are/someone <u>is eating dessert</u> 	when her <u>son</u> starts they <u>have already had</u> dessert	
<ul style="list-style-type: none"> • Her <u>son</u> goes hunting for/has to find/look for something to eat/nibble/snack on (in kitchen) 	her <u>sons/girls</u> when he gets in he has a snack <u>they</u> have to find something for him	searches for must be idea of looking/hunting

Questions/Acceptable answers

(c) At weekends, the family can eat together. Why does this not help conversation very much?

- They are (too) tired after their week/from previous week

OR

after the tiring/tiring effect of/tiredness of the week conversation is not lively

1 point

Unacceptable answers

the trying week
the tiresome/busy week
after the strain of the week

Acceptable

Questions/Acceptable answers	Unacceptable answers	Acceptable
<p>4. Fabrice also identifies mobile phones as a threat to family conversations. (lines 65-85)</p>		
<p>(a) Why do teenagers find the mobile phone so essential?</p>		
<ul style="list-style-type: none"> • They can chat/speak to/call/contact their friends <u>any time/any hour</u> (of the day)/<u>at different times</u> of the day 	<p>they can arrange things an important hour of the day</p>	
<p>(b) What annoys Sonia when her son uses his mobile phone at mealtimes?</p>		
<ul style="list-style-type: none"> • <u>When asked to switch it off</u>, he gets annoyed/sulks/scowls/makes/pulls a face 	<p>he shakes his head it does his head in he refuses</p>	<p>sulking has to be linked to being asked to switch off</p>
<ul style="list-style-type: none"> • His conversations go on/last forever/he cannot limit himself to brief conversations 	<p>he starts on endless conversation</p>	
<ul style="list-style-type: none"> • He gets up from/leaves the table without permission 		
<ul style="list-style-type: none"> • His bad manners/lack of politeness/lack of respect/rudeness 		
<p>(Any 3 from 4)</p>		

Questions/Acceptable answers	1 point	Unacceptable answers	Acceptable
5. Fabrice Lacombe also offers some solutions. (lines 86-100)			
(a) What is the simple solution that he offers?	1 point	negotiate a contract any idea of compulsion children need to talk parents urge/make children talk parents give them something to talk about	concept of time/opportunity is essential you should make time for children to talk to you opportunity create a time and a reason
(b) What are the terms of the “contract” that he suggests?	2 points	at/during/until after dessert can use <u>only</u> up until dessert mark cannot be transferred to 5 (a)	
<ul style="list-style-type: none"> No (using) mobiles/mobile phones before/until dessert 			
<ul style="list-style-type: none"> Television switched off during meals/dinner/tea/no TV until after meals 			
(c) Why would the children also appreciate such an agreement?	1 point		to spend/spending quality time <u>with</u> <u>parents/family</u> much sought-after time
<ul style="list-style-type: none"> <u>They</u> (also) want/look for/would enjoy/can get/appreciate/look forward to <u>quality time/moments</u> with parents/family 			

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.

6. UNIT 1

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>Il y a des soirs où l'on se retrouve</p> <p>Il y a des soirs</p> <p>où</p> <p>l'on se retrouve</p>	<p>There are (some) evenings when we find ourselves/meet up/end up</p> <p>There are (some) evenings/nights</p> <p>(when)</p> <p>we find ourselves/end up/meet up/get together one finds oneself</p> <p>you/one (will)/(would)/(can) find (us)</p>	<p>There <u>is</u> <u>the</u> evenings a number of evenings omission of 'il y a'</p> <p>where</p> <p>I find myself I can/am/will be found</p> <p>you see me</p>	<p>my husband finds/meets me</p>

UNIT 2

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>moi dans la cuisine, mon mari sur le canapé avec un plateau-télé,</p> <p>moi dans la cuisine</p> <p>mon mari sur le canapé</p> <p>avec un plateau-télé</p>	<p>(with) me in the kitchen, my husband on the settee/sofa/couch with a TV dinner/TV tray/dinner tray,</p> <p>Me/myself in the kitchen</p> <p>My husband (is) on the settee/sofa /couch</p> <p>with a TV dinner/TV tray/TV meal</p> <p>with a tray in front of the TV</p>	<p><u>in</u> the settee</p> <p>with a <u>small</u> TV meal with a tray (No TV) watching TV (No meal) a TV platter</p>	<p><u>in front of</u> the settee my wife/Mari/Marie – even if mistake already made in reading</p> <p>with a TV set</p>

UNIT 3

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>et la petite déjà couchée.</p> <p>et la petite</p> <p>déjà couchée</p>	<p>and the little one/the baby already in bed/asleep.</p> <p>(and) the/our/my little one/little girl/wee one/baby</p> <p>(is) already in bed/asleep/sleeping/put to/gone to bed</p>	<p>the youngest daughter</p> <p>my daughter</p> <p>the child</p> <p>the young/youngest one</p> <p>the girl</p> <p>the smallest one</p> <p>lying down</p>	<p>plural forms</p> <p>the children</p> <p>the young/small</p> <p>omission of already</p> <p><u>husband</u> lying down/asleep</p>

UNIT 4

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>Evidemment, ça n'encourage pas la communication.</p> <p>Evidemment</p> <p>ça n'encourage pas</p> <p>la communication</p>	<p>obviously, that/this does not encourage conversation.</p> <p>evidently/obviously/of course/ clearly</p> <p>that/this/it doesn't encourage/isn't encouraging</p> <p>communication/conversation(s)/ talk(ing)</p> <p>clearly that doesn't encourage us to talk</p>	<p>doesn't <u>help</u> discourages</p> <p><u>communications</u> <u>the</u> communication <u>any</u> communication chatting</p> <p>chat</p>	<p>they are not encouraged to communicate</p>

UNIT 5

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>On échange quelques mots sur la journée, mais c'est tout.</p> <p>On échange</p> <p>quelques mots</p> <p>sur la journée</p> <p>mais c'est tout</p>	<p>We/You exchange/swap a few words about the/your day, but that is all.</p> <p>We/you exchange/swap One exchanges/swaps</p> <p>a few/some words the odd word/a couple of words</p> <p>about/on the/your/our/one's day</p> <p>but that's all/that is it</p>	<p></p> <p><u>several/few</u> words</p> <p>mixed-up possessive</p> <p>omission of but that's <u>everything</u></p>	<p></p> <p>They</p> <p>omission of some (a) <u>little</u> words notes/lines</p> <p>during/through (out)/in/over the day</p> <p><u>it's</u> all</p>

Higher Writing

Task: Directed Writing, addressing 6 bullet points.

- Assessment Process:
- 1 With reference to *Content, Accuracy and Language Resource*, assess the overall quality of the response and allocate it to a pegged 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	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Very Good	15	<ul style="list-style-type: none"> • All bullet points are covered fully, in a balanced way, including a number of complex sentences. • Some candidates may also provide additional information. • A wide range of verbs/verb forms, tenses and constructions is used. • Overall this comes over as a competent, well thought-out account of the event which reads naturally. 	<ul style="list-style-type: none"> • The candidate handles all aspects of grammar and spelling accurately, although the language may contain some minor errors or even one more serious error. • Where the candidate attempts to use language more appropriate to post-Higher, a slightly higher number of inaccuracies need not detract from the overall very good impression. 	<ul style="list-style-type: none"> • The candidate is comfortable with almost all the grammar used and generally uses a different verb or verb form in each sentence. • There is good use of a variety of tenses, adjectives, adverbs and prepositional phrases and, where appropriate, word order. • The candidate uses co-ordinating conjunctions and subordinate clauses throughout the writing. • The language flows well.
Good	12	<ul style="list-style-type: none"> • All bullet points are addressed, generally quite fully, and some complex sentences may be included. • The response to one bullet point may be thin, although other bullet points are dealt with in some detail. • The candidate uses a reasonable range of verbs/verb forms and other constructions. 	<ul style="list-style-type: none"> • The candidate generally handles verbs and other parts of speech accurately but simply. • There may be some errors in spelling, adjective endings and, where relevant, case endings. • Use of accents may be less secure. • Where the candidate is attempting to use more complex vocabulary and structures, these may be less successful, although basic structures are used accurately. • There may be minor misuse of dictionary. 	<ul style="list-style-type: none"> • There may be less variety in the verbs used. • Most of the more complex sentences use co-ordinating conjunctions, and there may also be examples of subordinating conjunctions where appropriate. • In one bullet point the language may be more basic than might otherwise be expected at this level. • Overall the writing will be competent, mainly correct, but pedestrian.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Satisfactory	9	<ul style="list-style-type: none"> • The candidate uses mainly simple, more basic sentences. • The language is perhaps repetitive and uses a limited range of verbs and fixed phrases not appropriate to this level. • In some examples, one or two bullet points may be less fully addressed. • In some cases, the content may be similar to that of good or very good examples, but with some serious accuracy issues. 	<ul style="list-style-type: none"> • The verbs are generally correct, but basic. • Tenses may be inconsistent, with present tenses being used at times instead of past tenses. • 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. • Some prepositions may be inaccurate or omitted eg I went the town. • While the language may be reasonably accurate in three or four bullet points, in the remaining two control of the language structure may deteriorate significantly. • Overall, there is more correct than incorrect and there is the impression overall that the candidate can handle tenses. 	<ul style="list-style-type: none"> • The candidate copes with the past tense of some verbs. • A limited range of verbs is used to address some of the bullet points. • Candidate relies on a limited range of vocabulary and structures. • When using the perfect tense, the past participle is incorrect or the auxiliary verb is omitted on occasion. • Sentences may be basic and mainly brief. • There is minimal use of adjectives, probably mainly after “is” eg The boss was helpful. • The candidate has a weak knowledge of plurals. • There may be several spelling errors eg reversal of vowel combinations.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Unsatisfactory	6	<ul style="list-style-type: none"> • In some cases the content may be basic. • In other cases there may be little difference in content between Satisfactory and Unsatisfactory. • The language is repetitive, with undue reliance on fixed phrases and a limited range of common basic verbs such as <i>to be, to have, to play, to watch</i>. • While the language used to address the more predictable bullet points may be accurate, serious errors occur when the candidate attempts to address the less predictable areas. • The Directed Writing may be presented as a single paragraph. 	<ul style="list-style-type: none"> • Ability to form tenses is inconsistent. • In the use of the perfect tense the auxiliary verb is omitted on a number of occasions. • There may be confusion between the singular and plural form of verbs. • There are errors in many other parts of speech – gender of nouns, cases, singular/plural confusion – and in spelling and, where appropriate, word order. • Several errors are serious, perhaps showing mother tongue interference. • There may be one sentence which is not intelligible to a sympathetic native speaker. • One area may be very weak. • Overall, there is more incorrect than correct. 	<ul style="list-style-type: none"> • The candidate copes mainly only with the predictable language required at the earlier bullet points. • The verbs “was” and “went” may also be used correctly. • There is inconsistency in the use of various expressions, especially verbs. • Sentences are more basic. • An English word may appear in the writing or a word may be omitted. • There may be an example of serious dictionary misuse.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Poor	3	<ul style="list-style-type: none"> • The content and language may be very basic. • However, in many cases the content may be little different from that expected at Unsatisfactory or even at Satisfactory. 	<ul style="list-style-type: none"> • Many of the verbs are incorrect or even omitted. • There are many errors in other parts of speech – personal pronouns, gender of nouns, adjective endings, cases, singular/plural confusion – and in spelling and word order. • Prepositions are not used correctly. • The language is probably inaccurate throughout the writing. • Some sentences may not be understood by a sympathetic native speaker. 	<ul style="list-style-type: none"> • The candidate cannot cope with more than one or two basic verbs, frequently “had” and “was”. • The candidate displays almost no knowledge of past tenses of verbs. • Verbs used more than once may be written differently on each occasion. • The candidate has a very limited vocabulary. • Several English or “made-up” words may appear in the writing. • There are examples of serious dictionary misuse.
Very Poor	0	<ul style="list-style-type: none"> • The content is very basic <p>OR</p> <ul style="list-style-type: none"> • The candidate has not completed at least three of the core bullet points. 	<ul style="list-style-type: none"> • (Virtually) nothing is correct. • Most of the errors are serious. • Very little is intelligible to a sympathetic native speaker. 	<ul style="list-style-type: none"> • The candidate copes only with “have” and “am”. • Very few words are correctly written in the foreign language. • English words are used. • There may be several examples of mother tongue interference. • There may be several examples of serious dictionary misuse.

What if....?	
the candidate only addresses one part of one of the introductory, predictable bullet points?	In such a case the candidate is deemed to have not addressed the bullet points and a 2 mark penalty is made (ie 2 marks are deducted from the final mark awarded). This procedure applies at all categories.
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 bullet points, the marker is less likely to be generous than if the unpredictable bullet points are of a better quality. If there is a serious decline after the initial bullet points, 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 points – or even bullet points which are not there – than for the four 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 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.
the Directed Writing, from the point of view of content, looks as if it belongs in a top category, but where accuracy is concerned, contains some possibly serious grammatical errors in more basic structures as a result of using relatively advanced structures combined with a less than confident knowledge of the 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 <u>can</u> do, and thus highlight the positive. However, in such cases, it is likely that the candidate will be awarded 9.

[END OF MARKING INSTRUCTIONS]