



**2009 French**

**Higher – Listening/Writing**

**Finalised Marking Instructions**

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**Higher – Listening/Writing**

**Marking Instructions**

Questions/Acceptable answers	Unacceptable answers	Acceptable
<p>1. Why has Cécile decided to come back to Scotland for a second year? <b>2 points</b></p>		
<p>Last year</p>		
<ul style="list-style-type: none"><li>• she enjoyed/liked her first year/had a wonderful/great/happy/good time/year</li></ul>		
<p>OR</p>		
<ul style="list-style-type: none"><li>• she was in the country(side)/at a country school/college</li></ul>		
<p>This year</p>		
<ul style="list-style-type: none"><li>• she wants/wanted to have a different experience/to experience a different way of life</li></ul>	<p>better experience</p>	
<p>OR</p>		
<ul style="list-style-type: none"><li>• she wanted to live/she is in the town/city</li></ul>	<p>village</p>	

Questions/Acceptable answers	1 point	Unacceptable answers	Acceptable
<p>2. (a) What really helped her to get to know the culture?</p>	<p>1 point</p>	<p>Going out with friends people</p>	
<p><b>Friends in Scotland</b></p>		<p>Scottish people were friendly Friends who know Scotland</p>	
<ul style="list-style-type: none"> <li>• Making/finding/having friends</li> </ul>			
<p>OR</p>			
<ul style="list-style-type: none"> <li>• New friends/newly-found friends/Scottish friends/friends in Scotland</li> </ul>			
<p>(b) In what other way has living in Scotland helped her?</p>	<p>1 point</p>	<p>Has helped her career Has helped her prepare for her future career She has had time to think about her career</p>	
<p><b>Decision about career</b></p>			
<ul style="list-style-type: none"> <li>• Has helped her decide/choose/know/has confirmed what she wants to do in the future/in her career/in life</li> </ul>			
<p>OR</p>			
<ul style="list-style-type: none"> <li>• Has persuaded her/She wants to be a teacher</li> </ul>			

**Questions/Acceptable answers**

3. What have her experiences in the classroom taught her about the job of a teacher?

**2 points**

- It is hard/difficult/demanding
- OR
- It is harder than you think
- 
- It needs/requires/demands/the children need (lots of) patience/understanding
- OR
- You have to be patient/understanding

**Unacceptable answers**

She understands better about teaching

You need comprehension/  
compassion/passion  
It taught her patience

comprehensive

**Acceptable**

Questions/Acceptable answers		Unacceptable answers	Acceptable
4.	<p>(a) As a teacher, what would be her main aim for her pupils?</p> <ul style="list-style-type: none"> <li>To share/pass on/impart her passion/love for languages/language/her subject/English/French/to make them excited about languages</li> </ul>	<p>1 point</p> <p>passion for learning create passion in them</p>	
	<p>(b) What practical lessons has she herself learned?</p> <ul style="list-style-type: none"> <li>To organise a class/classes/a classroom/deal with problems of organisation/to have organising/organisational skills</li> <li>To <u>avoid/prevent/stop</u> discipline problems/bad behaviour/indiscipline</li> </ul>	<p>2 points</p> <p>planning a class</p> <p>to deal with bad behaviour how to discipline pupils the importance of discipline in schools</p>	

**Questions/Acceptable answers**

5. Why was she especially attracted to Scotland?

**3 points**

- It is/She wanted to live in an English-speaking country/town; they speak English there
  - To see/go to/visit the (Scottish) scenery/landscape/ mountains
- OR
- Noun + adjective**
- The scenery/landscape/countryside/mountains is/are spectacular/outstanding/magnificent
  - (She was interested in) Scottish history/its history/the history of Scotland

**Unacceptable answers**

**Acceptable**

She likes/loves English  
To improve her English  
Boyfriend speaks English

She loves Scotland/the mountains

the views  
Scotland is magnificent

Questions/Acceptable answers		Unacceptable answers	Acceptable
6.	<p>(a) What effect does the Scottish weather have on her? <b>1 point</b></p> <ul style="list-style-type: none"> <li>• She has/had a cold/catches a cold/colds/It gives her a cold</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• She gets depressed/It is depressing/It depresses her/makes her feel down/gloomy/miserable</li> </ul> <p style="text-align: right;"><b>(1 from 2)</b></p>	<p>It is cold (weather) She's always ill</p> <p>It dampens her mood/annoys her It makes her sad/upset/unhappy</p>	
	<p>(b) What does she think of Scottish food? <b>1 point</b></p> <ul style="list-style-type: none"> <li>• (She knows) it is bad for her health <u>but she likes it</u>/eats it anyway/it is unhealthy but nice</li> </ul>		
	<p>(c) What does she dislike about the Scottish people? <b>1 point</b></p> <ul style="list-style-type: none"> <li>• they drop/throw away litter/lots of paper/things on the ground/they litter/do not use bins/rubbish they leave on the ground</li> </ul>	<p>they don't recycle paper their manners are rubbish</p>	

Questions/Acceptable answers	2 points	Unacceptable answers	Acceptable
<p>7. (a) How does she keep in touch with people in France?</p> <ul style="list-style-type: none"> <li>• <u>her parents phone her every week</u></li> <li>• she contacts/speaks with <u>her friends</u> by MSN/instant messages/goes on MSN with friends/uses MSN to chat with friends/she MSNs her friends</li> </ul>	2 points	<p>she phones her parents she speaks to her parents on phone every day</p> <p>emails her friends</p>	Acceptable
<p>(b) Why does she miss her cat so much?</p> <ul style="list-style-type: none"> <li>• (In France) the <u>cat</u> is (always) <u>happy to see her</u> (when she comes back at night)/cat greets/welcomes/comes to see her</li> </ul>	1 point	<p>cat was always there cat made her feel at home cat keeps her company at night <u>she</u> is happy to see the cat</p>	Acceptable

**Questions/Acceptable answers**

**8.** What does she say she misses about the shops in France, and why? **2 points**

- they close/are open/late/later/longer/at 8pm/you can shop later
- there is a better/bigger/larger/more choice/range/variety of (elegant) clothes

NB ignore “gloves”, eg clothes and gloves

**Unacceptable answers**

at 9/10  
open 20 hours a day  
stay open into the evening

big choice  
bigger/better shops  
shops are more varied  
clothes in France are better/more elegant  
clothes and vegetables

**Acceptable**

## Higher Writing

Task: Short essay

Assessment Process: • With reference to *Content, Accuracy and Language Resource*, assess the overall quality of the response and allocate it to a pegged mark.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Very Good	10	<ul style="list-style-type: none"> <li>• The topic is covered fully, in a balanced way, including a number of complex sentences.</li> <li>• Some candidates may also provide additional information.</li> <li>• A wide range of verbs/verb forms and constructions is used. There may also be a variety of tenses.</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 candidate handles all aspects of grammar and spelling accurately, although the language may contain some minor errors or even one more serious error.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• The candidate is comfortable with almost all the grammar used and generally uses a different verb or verb form in each sentence.</li> <li>• There is good use of a variety of tenses, adjectives, adverbs and prepositional phrases and, where appropriate, word order.</li> <li>• The candidate uses co-ordinating conjunctions and subordinate clauses throughout the writing.</li> <li>• The language flows well.</li> </ul>
Good	8	<ul style="list-style-type: none"> <li>• The topic is addressed, generally quite fully, and some complex sentences may be included.</li> <li>• The candidate uses a reasonable range of verbs/verb forms and other constructions.</li> </ul>	<ul style="list-style-type: none"> <li>• The candidate generally handles verbs and other parts of speech accurately but simply.</li> <li>• There may be some errors in spelling, adjective endings and, where relevant, case endings.</li> <li>• Use of accents may be less secure.</li> <li>• Where the candidate is attempting to use more complex vocabulary and structures, these may be less successful, although basic structures are used accurately.</li> <li>• There may be minor misuse of dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>• There may be less variety in the verbs used.</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>• At times the language may be more basic than might otherwise be expected at this level.</li> <li>• Overall the writing will be competent, mainly correct, but pedestrian.</li> </ul>

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Satisfactory	6	<ul style="list-style-type: none"> <li>The candidate uses mainly simple, more basic sentences.</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 topic may not be fully addressed.</li> <li>In some cases, the content may be similar to that of good or very good examples, but with some serious accuracy issues.</li> </ul>	<ul style="list-style-type: none"> <li>The verbs are generally correct, but basic.</li> <li>Tenses may be inconsistent.</li> <li>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>Some prepositions may be inaccurate or omitted, eg I go the town.</li> <li>While the language may be reasonably accurate at times, the language structure may deteriorate significantly in places.</li> <li>Overall, there is more correct than incorrect and there is the impression overall that the candidate can handle tenses.</li> </ul>	<ul style="list-style-type: none"> <li>The candidate copes with the present tense of most verbs.</li> <li>A limited range of verbs is used.</li> <li>Candidate relies on a limited range of vocabulary and structures.</li> <li>Where the candidate attempts constructions with modal verbs, these are not always successful.</li> <li>Sentences may be basic and mainly brief.</li> <li>There is minimal use of adjectives, probably mainly after “is”, eg My friend is reliable.</li> <li>The candidate has a weak knowledge of plurals.</li> <li>There may be several spelling errors, eg reversal of vowel combinations.</li> </ul>
Unsatisfactory	4	<ul style="list-style-type: none"> <li>In some cases the content may be basic.</li> <li>In other cases there may be little difference in content between Satisfactory and Unsatisfactory.</li> <li>The language is repetitive, with undue reliance on fixed phrases and a limited range of common basic verbs such as <i>to be</i>, <i>to have</i>, <i>to play</i>, <i>to watch</i>.</li> <li>While the language used to address the more predictable aspects of the task may be accurate, serious errors occur when the candidate attempts to address a less predictable aspect.</li> <li>The Personal Response may be presented as a single paragraph.</li> </ul>	<ul style="list-style-type: none"> <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>There may be one sentence which is not intelligible to a sympathetic native speaker.</li> <li>Overall, there is more incorrect than correct.</li> </ul>	<ul style="list-style-type: none"> <li>The candidate copes mainly only with predictable language.</li> <li>There is inconsistency in the use of various expressions, especially verbs.</li> <li>Sentences are more basic.</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>

<b>Category</b>	<b>Mark</b>	<b>Content</b>	<b>Accuracy</b>	<b>Language Resource – Variety, Range, Structures</b>
Poor	2	<ul style="list-style-type: none"> <li>The content and language may be very basic.</li> <li>However, in many cases the content may be little different from that expected at Unsatisfactory or even at Satisfactory.</li> </ul>	<ul style="list-style-type: none"> <li>Many of the verbs are incorrect or even omitted.</li> <li>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.</li> <li>Prepositions are not used correctly.</li> <li>The language is probably inaccurate throughout the writing.</li> <li>Some sentences may not be understood by a sympathetic native speaker.</li> </ul>	<ul style="list-style-type: none"> <li>The candidate cannot cope with more than 1 or 2 basic verbs, frequently “has” and “is”.</li> <li>Verbs used more than once may be written differently on each occasion.</li> <li>The candidate has a very limited vocabulary.</li> <li>Several English or “made-up” words may appear in the writing.</li> <li>There are examples of serious dictionary misuse.</li> </ul>
Very Poor	0	<ul style="list-style-type: none"> <li>The content is very basic.</li> </ul>	<ul style="list-style-type: none"> <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>The candidate copes only with “have” and “am”.</li> <li>Very few words are correctly written in the foreign language.</li> <li>English words are used.</li> <li>There may be several examples of mother tongue interference.</li> <li>There may be several examples of serious dictionary misuse.</li> </ul>

<b>What if...?</b>	
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 Criteria 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.

[END OF MARKING INSTRUCTIONS]