



2009 French

Higher – Reading and Directed Writing

Finalised Marking Instructions

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2009 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.

| Questions/Acceptable answers | | Unacceptable answers | Acceptable |
|--|----------------|--|------------|
| <p>(b) Why are there never any arguments among the groups of men who live in the woods?</p> <ul style="list-style-type: none"> • they live some distance/far away/distant from one another <p>OR</p> <ul style="list-style-type: none"> • each group has/keeps its own territory/patch | 1 point | <p>They are distant People keep their distance They stay/move away from others</p> <p>They are a territorial group</p> | |
| <p>(c) Why is Fernando proud of his shack?</p> <ul style="list-style-type: none"> • It can resist/withstand/tolerate/stand up to strong/80kph wind(s) <p>OR</p> <ul style="list-style-type: none"> • it is solid/strong/sturdy/stable enough to resist the wind(s) | 1 point | | |
| <p>(d) How does the shack's interior reflect Fernando and David's self-respect?</p> <ul style="list-style-type: none"> • the beds are made <u>and</u> the blankets/covers/sheets tidied/put away/well-arranged/nicely folded/well laid-out/in a neat row/orderly <p>OR</p> <ul style="list-style-type: none"> • The beds <u>and</u> covers are tidy | 1 point | <p>Sheets are clean/well-cleaned</p> | |

| Questions/Acceptable answers | |
|---|------------------------|
| <p>(e) The two men recycle some of society's waste. Give two examples of this from lines 1 – 38.</p> | <p>2 points</p> |
| <ul style="list-style-type: none"> • the shack is built out of what other people have thrown away | |
| <p>OR</p> | |
| <ul style="list-style-type: none"> • home is made using recycled materials/from society's waste/ from the waste of the inhabitants of the town | |
| <ul style="list-style-type: none"> • they have (recovered) a (nice/broken) table from the (village) dump/waste-site/waste depot/scrap yard/scrap warehouse | |
| <p>OR</p> | |
| <ul style="list-style-type: none"> • table that had been salvaged/thrown away/discarded | |

| Unacceptable answers |
|---|
| <p>They have <u>made</u> a table From scraps of rubbish/garbage</p> |

| Acceptable |
|------------|
| |

| Questions/Acceptable answers | Unacceptable answers | Acceptable |
|--|---|------------|
| <p>2. The authorities are finding it difficult to meet the needs of these homeless people. (lines 39 – 67)</p> | | |
| <p>(a) What makes it hard for the Regional Council to help men like Fernando and David?</p> | | |
| <p>2 points</p> | | |
| <ul style="list-style-type: none"> • they live/lead (very) isolated lives/a life of isolation/they are isolated | <p>They lead sheltered lives</p> | |
| <ul style="list-style-type: none"> • they are reluctant to accept help | <p>Don't accept/refuse to accept help</p> | |
| <p>OR</p> | | |
| <ul style="list-style-type: none"> • they don't accept help willingly/readily/easily | <p>Volunteers/voluntary assistance</p> | |
| <p>(b) What does the centre in Chaville do throughout the year to improve the men's lives?</p> | | |
| <p>2 points</p> | | |
| <ul style="list-style-type: none"> • Offers/gives them breakfast OR use of the washing machine/allows to wash clothes (once a week) | <p>Good small lunch A shower</p> | |
| <ul style="list-style-type: none"> • Offers/gives them (a) <u>Christmas</u> parcel(s)/present(s) | | |

| Questions/Acceptable answers | 2 points | Unacceptable answers | Acceptable |
|--|----------|-----------------------------------|------------|
| (c) Why is there a lack of low-cost housing available for people in this situation? | 2 points | Building less/not building enough | |
| <ul style="list-style-type: none"> • none is being built/not building anymore/haven't built any more | | Destroyed | |
| <ul style="list-style-type: none"> • what there is/was, is being/has been demolished/knocked down/torn down | | Because of where they live | |
| (d) Why can it be difficult for such men to find work? | 1 point | | |
| <ul style="list-style-type: none"> • (small) businesses/employers/enterprises/don't want/distrust them/are wary/suspicious of them <u>because</u> they have no fixed address/ no house/no permanent home/are homeless | | | |
| OR | | | |
| <ul style="list-style-type: none"> • Employers want people who have fixed accommodation | | | |
| (e) What types of work might they have to accept? | 2 points | Part-time/temporary work | |
| <ul style="list-style-type: none"> • a day here and a day there/occasional days/the occasional day/ casual work | | | |
| OR | | | |
| <ul style="list-style-type: none"> • a job here and there/odd jobs/the odd job | | Seasonal travellers | |
| <ul style="list-style-type: none"> • on (building/construction) sites/as seasonal workers | | | |

Questions/Acceptable answers

3. Fernando and David have managed to solve most practical problems. (lines 68 – 85). What problems do they still face with:

(a) washing their clothes?

1 point

- the spring/source/stream/water they use gets cold in winter
- OR
- They get/it gets cold in winter because they wash by hand/ use the spring/source/stream

(b) lighting?

1 point

- (their) candles can set fire to their cabin/shack

(c) heating?

1 point

- their fire can be put out/ruined by the rain
- OR
- there is a problem with their fire when it rains/the fire goes out when it rains

Unacceptable answers

Acceptable

It is too cold to go out and wash in winter
The water is frozen in winter

There is a risk of fire

Any suggestion that the fire is inside

Questions/Acceptable answers

4. Most local families are unaware of the men's existence. (lines 86 – 94)
What is the author's final comment on the men's lifestyle?

1 point

- despite difficulties/despise everything/despise difficult life it has/
allows/permits moments of friendship/friendliness/friendly
moments

Unacceptable answers

Moments of kindness
They are friends
They have their friendship
“she” allows/permits ...

Acceptable

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. |

5. UNIT 1

| TEXT | GOOD 2 | SATISFACTORY 1 | UNSATISFACTORY 0 |
|--|---|---|---|
| <p>A proximité, on aperçoit la niche de leurs chiens,</p> <p>A proximité</p> <p>on aperçoit</p> <p>la niche</p> <p>de leurs chiens</p> | <p>Nearby, you can spot/glimpse the kennel for their dogs,</p> <p>Nearby/Close by/In close proximity</p> <p>you/we/one (can/will) spot/glimpse/notice/see/make out/ catch sight of</p> <p>the kennel</p> <p>of/for/belonging to their dogs</p> <p>their dogs' kennel/their dog kennel</p> | <p>Near/In (the) proximity/In the area</p> <p>past tense, eg "noticed"</p> <p><u>a/their</u> kennel kennels the dog-house</p> <p><u>with</u> their dogs their dogs <u>in</u> the kennel <u>the</u> dogs' kennel</p> | <p>Nearly/Approximately/At proximity/ At closeness</p> <p><u>they</u> notice appreciate</p> |

UNIT 2

| TEXT | GOOD 2 | SATISFACTORY 1 | UNSATISFACTORY 0 |
|---|---|---|---|
| <p>deux beaux animaux qui montent la garde.</p> <p>deux beaux animaux</p> <p>qui montent la garde</p> | <p>two fine/beautiful animals that keep watch/stand guard.</p> <p>two fine/beautiful/handsome animals</p> <p>that/who/which</p> <p>keep watch/stand/keep guard/are on guard/guard them</p> <p>NB “two fine animals <u>standing</u> guard”</p> | <p>both</p> <p>good</p> <p>dogs</p> <p>omission of “deux”</p> <p>omission of “qui”</p> <p>keep up a guard</p> <p>take/take up guard</p> <p>go/are put on guard</p> <p>are on their guard</p> <p>watch guard</p> <p>watch on guard</p> | <p>show/have their guard</p> <p>set the guard</p> |

UNIT 3

| TEXT | GOOD 2 | SATISFACTORY 1 | UNSATISFACTORY 0 |
|---|--|---|---|
| <p>Un peu plus loin ils ont leur petit jardin potager:</p> <p>Un peu plus loin ils ont leur petit jardin potager.</p> | <p>A little further on they have their little vegetable garden:</p> <p>A little/A bit/Slightly further (on/off/away)/Not much further/Not (that) far away</p> <p>they have</p> <p>their little/small vegetable garden/patch/kitchen garden</p> | <p>A little more further</p> <p>there is/are/you come to</p> <p>a</p> <p>the (NFPIRE)</p> <p>gardens</p> <p>omission of "petit"</p> | <p>A bit later/A little far away</p> <p>omission of "potager"</p> |

UNIT 4

| TEXT | GOOD 2 | SATISFACTORY 1 | UNSATISFACTORY 0 |
|---|---|--|--|
| <p>pas facile à faire pousser les légumes en pleine forêt,</p> <p>pas facile</p> <p>à faire pousser</p> <p>les légumes</p> <p>en pleine forêt</p> | <p>(it is) not easy to grow vegetables in the middle of the forest,</p> <p>(it is) not easy/not an easy thing (to do)</p> <p>to grow to make vegetables grow/get vegetables to grow</p> <p>(the) vegetables</p> <p>(right) in the middle/heart of a/the forest deep in the forest in dense/thick forest</p> | <p>specific type of vegetable, eg "potatoes"</p> <p>in full forest out in the forest woods</p> | <p>to make/plant/dig/pick/push</p> <p>in plain/solid forest in a big forest/in the forest in open forest on the forest floor</p> |

UNIT 5

| TEXT | GOOD 2 | SATISFACTORY 1 | UNSATISFACTORY 0 |
|---|---|---|--|
| <p>mais ils y arrivent.</p> <p>mais</p> <p>ils y arrivent</p> | <p>but they manage/get there.</p> <p>but/however</p> <p>they manage (it/to).</p> <p>they get there/are doing it.</p> <p>they make it happen.</p> <p>they succeed in doing so.</p> | <p>they manage there/here</p> <p>past tenses, eg “they have managed it/done it” (unless repeated error)</p> <p>“they done it”</p> | <p>omission of “mais”</p> <p>they <u>arrive</u> there/here.</p> <p>it can be <u>reached</u>.</p> <p>they are still there.</p> <p>they get by.</p> <p>it happens.</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? | <p>It is important to look carefully at which bullet points are better addressed.</p> <p>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.</p> <p>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.</p> |
| 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]