



2013 French

Higher – Reading and Directed Writing

Finalised Marking Instructions

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Part One: General Marking Principles for French Higher – Reading and Directed Writing

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the specific Marking Instructions for each question.

- (a)** Marks for each candidate response must always be assigned in line with these general marking principles and the specific Marking Instructions for the relevant question. If a specific candidate response does not seem to be covered by either the principles or detailed Marking Instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader/Principal Assessor. You can do this by posting a question on the Marking Team forum or by e-mailing/phoning the e-marker Helpline.
- (b)** Marking should always be positive ie, marks should be awarded for what is correct and not deducted for errors or omissions.

GENERAL MARKING ADVICE: French Higher – Reading and Directed Writing

The marking schemes are written to assist in determining the “minimal acceptable answer” rather than listing every possible correct and incorrect answer. The following notes are offered to support Markers in making judgements on candidates’ evidence, and apply to marking both end of unit assessments and course assessments.

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 mark; a word or concept underlined must be evident within an answer before the mark 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 marks 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, marks 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. 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 marks scored should be written in the inner margin at the end of Section I.

Part Two: Marking Instructions for each Question

| Question | | Answer | Max Mark | Unacceptable | Acceptable |
|----------|---|---|----------|--|--|
| 1 | a | <p>The author talks about the reasons why people want to own a second home. (lines 1-29)</p> <p>What reasons does Michèle Manceaux give for buying a second home?</p> <ul style="list-style-type: none"> • <u>During the week</u> people are so busy/have so many responsibilities/work, housework, family/<u>weeks/weekdays</u> are dense and tiring • <u>At weekends</u> they need / want a change of air/scene/scenery/atmosphere / to experience precious/special moments/ to make the most of them (weekends) <p>(To get 2 points, candidates need to convey the idea of the contrast between the week and the weekend e.g. People are so busy during the week they have to make the most of the weekend.)</p> | 2 | <p>change of tune</p> <p>They are busy, and need a change of air.</p> | <p>To take advantage of/ benefit/profit from / make full use of</p> |
| 1 | b | <p>How did Michèle’s upbringing influence her decision to buy a house in the country?</p> <ul style="list-style-type: none"> • Her family was not <u>rich enough to own/buy/afford</u> a home/ house • She grew up in (a) <u>rented/ hired</u> flat/apartment/accommodation | 2 | <p>Her family was not rich/was poor a mansion</p> <p>They were lodgers rented house/home / mansion rented/loaned out a flat.</p> | <p>Her family couldn’t afford (to buy) a house</p> <p>They were tenants in a flat.</p> |

| Question | | Answer | Max Mark | Unacceptable | Acceptable |
|----------|---|--|----------|--|-------------------|
| 1 | c | <p>What reason does Patrick Estrade give for people wanting to own a house in the country?</p> <ul style="list-style-type: none"> It means you have roots/want to put down roots/you belong (somewhere). | 1 | <p>roots people share historical roots can root yourself to a place go back to your roots somewhere else /elsewhere / anywhere.</p> | roots in some way |
| 2 | a | <p>Michèle and her husband chose to buy a house in the country. (lines 30-69)</p> <p>What reasons do they give for this?</p> <ul style="list-style-type: none"> The birth of their (first) <u>daughter/ girl / child</u> / He / They want(s) <u>daughter/child</u> to escape (the) pollution (of the city) <u>Her husband/He</u> spent his childhood / was brought up/grew up in the country/likes life in the open air/outdoors Could not <u>afford</u> (to buy) a / that flat in <u>Paris</u>. | 3 | <p>son</p> <p>She /They like(s) life in the open air fresh/clean air</p> <p>It's expensive to buy (a flat) in Paris They can't afford a flat in the country They have a flat they can't afford Couldn't afford rent / upkeep / maintenance.</p> | |

| Question | | Answer | Max Mark | Unacceptable | Acceptable |
|----------|---|--|----------|-----------------------------------|-----------------------------|
| 2 | b | <p>What questions do Michèle's friends ask about having a second home in the country?</p> <ul style="list-style-type: none"> • Scared / Concerned / Worried about traffic (jams) / holdups / tailbacks / congestion on <u>Sunday evening(s)</u>/ <u>night(s)</u>? • Spending / Passing time shopping and doing housework / housekeeping /cleaning / chores? | 2 | homework / making meals / cooking | Accept future tense. |
| 2 | c | <p>Despite her friends' concerns, why is Michèle happy with her purchase?</p> <ul style="list-style-type: none"> • You have / find calm/ peace (and quiet) / feeling of calmness / being at peace • You are far from (the) stress and / of daily life/everyday life / routines. | 2 | You forget your problems. | |

| Question | | Answer | Max Mark | Unacceptable | Acceptable |
|----------|---|--|----------|---|---|
| 3 | a | <p>The family enjoys the simple life in the country. (lines 70-85).</p> <p>Why are the children free to do what they like in the country?</p> <ul style="list-style-type: none"> There are no neighbours/no houses next door (so they can make a noise). | 1 | <p>There are no rules. <i>Any suggestion that the neighbours are responsible for noise</i></p> | |
| 3 | b | <p>How do the children spend their time during the day?</p> <ul style="list-style-type: none"> They can disappear for / spend <u>hours/ a long time</u> in the <u>garden</u> Go for (a) <u>big/long</u> bike ride(s) <u>Play</u> in the attic/loft. | 3 | <p>spend time / the day</p> <p>big walks and cycles Go for stroll / Wander on bikes</p> | |
| 3 | c | <p>How does the family spend the evenings?</p> <ul style="list-style-type: none"> Join / Meet around / Play <u>board/parlour</u> games. | 1 | <p>games of / around society group games / family games / games together as a family / games in each other's company.</p> | <p>With <u>board / parlour</u> games.</p> |

| Question | Answer | Max Mark | Unacceptable | Acceptable |
|----------|--|----------|--|--|
| 4 | <p>In the end Michèle decided to sell the house. Why was this? Mention any three reasons. (lines 86-109)</p> <ul style="list-style-type: none"> • She was tired of / exhausted / worn out by / with coming and going/ all the travelling / all the return trips / all the to-ing and fro-ing • <u>Friends only</u> came / come in summer / when they were / are sure of good weather. • There was a lot of (major) work to do on / in the house/ They don't like / do DIY / odd jobs • Children were not coming / didn't (want to) come any more / hoped parents would / wanted parents to leave them at home. <p style="text-align: right;">(Any 3 from 4)</p> | 3 | <p>tired of going there</p> <p>rarely came in summer / friends came alone</p> <p>a lot of housework</p> <p>children didn't come round any more / a lot / much children wanted to be alone children were bored far from their friends.</p> | <p>They only saw their friends in summer</p> <p>The house needed a lot of work / renovations</p> |

Total 20

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.

| 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.

Translate into English:

“Un choix que Michèle ... et faire la cuisine.” (lines 43-52)

UNIT 1

| TEXT | GOOD 2 | SATISFACTORY 1 | UNSATISFACTORY 0 |
|---|---|--|--|
| <p>Un choix que Michèle et son mari Philippe ne regrettent pas.</p> <p>Un choix que</p> <p>Michèle et son mari Philippe</p> <p>ne regrettent pas.</p> | <p>A choice that Michèle and her husband, Philippe, do not regret.</p> <p>(It's) A/one choice (that / which)</p> <p>Michèle and her husband, Philippe,</p> <p>do not/ don't regret (making) / aren't regretting.</p> <p>A choice that is not regretted by Michèle and her husband, Philippe.</p> | <p>The/Their choice A decision</p> <p>Past tense: did not never regret. one bit.</p> | <p>Future tense: will not/won't</p> |

UNIT 2

| TEXT | GOOD 2 | SATISFACTORY 1 | UNSATISFACTORY 0 |
|---|--|---|--|
| <p>Pour eux, leur maison principale c'est celle de la campagne.</p> <p>Pour eux,</p> <p>leur maison principale</p> <p>c'est celle de la campagne.</p> | <p>For them, their main home is the one in the country.</p> <p>For / To them,</p> <p>their main/principal/first home/house</p> <p>is the / this / that one in the country(side). is the country(side) one.</p> | <p>Omission of pour / eux / pour eux</p> <p>Omission of principale</p> <p>Past tense was (check RE) Omission of celle from / on / of the country(side).</p> | <p>on the principle the main thing</p> |

UNIT 3

| TEXT | GOOD 2 | SATISFACTORY 1 | UNSATISFACTORY 0 |
|---|---|--|--|
| <p>Tous les week-ends la famille part le vendredi soir et rentre le lundi matin.</p> <p>Tous les week-ends</p> <p>la famille part le vendredi soir</p> <p>et rentre le lundi matin.</p> | <p>Every weekend the family leaves on Friday evening and returns on Monday morning.</p> <p>Every/each weekend</p> <p>the family leave(s) / depart(s) / go(es) (away) (on) (the) Friday evening / night</p> <p>and return(s) /come(s)/ go(es) back / home (on) (the) Monday morning.</p> | <p>All the weekends / At the weekend(s) / The weekend(s)</p> <p>Past tense left / would leave (check for RE) Omission of soir</p> <p>Past tense returned (check for RE) Omission of matin and stays until Monday morning.</p> | <p>share(s) Thursday / Saturday</p> <p>wrong day</p> |

UNIT 4

| TEXT | GOOD 2 | SATISFACTORY 1 | UNSATISFACTORY 0 |
|---|---|---|---|
| <p>Une fois arrivés à la maison, ils peuvent passer le temps ensemble.</p> <p>Une fois arrivés à la maison,</p> <p>ils peuvent passer le temps ensemble.</p> | <p>Once they have arrived at the house, they can spend time together.</p> <p>Once / When / From the time they arrive / have arrived / Upon /On (their) arrival / arriving / <u>Having</u> arrived at the house,</p> <p>they can / are able to spend / pass (the)/ (their) time together.</p> | <p>Once arrived Once (they are) at the house At the time they arrive had arrived Omission of à la maison, home</p> <p>Past tense could / were able (check for RE) free time</p> | <p>On time / One time / The only time A month after / On the day / Sometimes</p> <p>Omission of peuvent must / want to / try to / are allowed to</p> |

UNIT 5

| TEXT | GOOD 2 | SATISFACTORY 1 | UNSATISFACTORY 0 |
|---|---|---|---|
| <p>Ils ont même trouvé le temps de jardiner et faire la cuisine.</p> <p>Ils ont même trouvé le temps de jardiner</p> <p>et faire la cuisine.</p> | <p>They even found time to garden and do the cooking.</p> <p>They (have) even found (the) / (some) time</p> <p>to garden / do the garden(ing) / for gardening / <u>work</u> in the garden</p> <p>and (to) do the cooking/cook / for cooking / to make (the) meals / (the) food.</p> | <p>Omission of même also / still / as well</p> <p>Present tense find</p> <p>They had found (check for RE)</p> <p>They both found (the) time</p> <p>make a / the meal /dinner / <i>any specific meal.</i></p> <p>and making things in the kitchen.</p> | <p>Omission of trouvé</p> <p>They spent time the same time</p> <p>They played the same même translated as like</p> <p>in the garden</p> <p>in the kitchen / to do the kitchen.</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 (i.e. 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, e.g. 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”, e.g. The boss was helpful. • The candidate has a weak knowledge of plurals. • There may be several spelling errors, e.g. 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]