



National
Qualifications
2018

2018 French

Reading

Higher

Finalised Marking Instructions

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General marking principles for Higher French Reading

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 detailed marking instructions, which identify the key features required in candidate responses.

- (a) Marks for each candidate response must **always** be assigned in line with these general marking principles and the detailed marking instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) Award a mark to each answer. Marks are not transferable between questions.
- (d) The marks available in this paper are as follows:
 - (i) The first set of questions (worth 18 marks in total) requires candidates to provide answers based on comprehension of information from the text. The marks available for each question generally range between 1-3 marks.
 - (ii) The penultimate question is the overall purpose question. For this question candidates must draw meaning from their overall understanding of the text. There is a maximum of 2 marks available for reference to the text and detailed comment. Pegged marks (2/1/0) and associated commentary are available with further guidance in the appropriate section of the marking instructions for Reading which forms part of this document.
 - (iii) The last question is the translation. For this question candidates must translate the underlined section of the text. The section for translation will be divided into five sense units. For each sense unit, 2, 1 or 0 marks will be awarded: 2 marks for a full translation, 1 for partial translation, and 0 for an unsuccessful attempt.
- (e) We use the term 'or any other acceptable answer' to allow for the possible variation in candidate responses. Credit should be given according to the accuracy and relevance of candidate's answers. Candidates may be awarded marks where the answer is accurate but expressed in their own words.

Detailed marking instructions for each question - Reading

Question	Expected answer(s)	Max mark	Unacceptable answers
1.	<ul style="list-style-type: none"> • Those who want to get away/go/be (far) away/move away from/distance/detach/remove <u>themselves</u> from worry/worries/concerns/stress of work • Those who want/like to go/be off the beaten track/path <p>(Any 1 from 2)</p>	1	<p>Postpone/put off Forget negates the point Escape/leave behind/run away Take a break from/take away</p> <p>To move themselves from... problems</p>
2.	<ul style="list-style-type: none"> • <u>Relax/rest/chill out/unwind</u> on the (beautiful white sandy) <u>beach(es)</u> with a <u>coconut</u> (flavoured) <u>cocktail</u> • <u>Visit/go to numerous/many/a lot/lots/a number of natural/nature and historical/history attractions</u> (for those who don't want to spend all their time on a beach) • <u>Taste/try/sample delicious/tasty/savoury/spicy</u> (little) dishes/tapas + an example <p>Fish in/with/and mango/mango (flavoured) fish (idea of a combined dish)</p> <p>OR</p> <p>Rice + spiced/flavoured with ginger/ginger rice</p>	3	<p>Cocktail in/from/with a coconut No mention of cocktail Coconut drink Walnut cocktail/drink Walnut and coconut cocktail</p> <p>Explore/see Various/several Natural attractions and history Native attractions Parks</p> <p>Eat/snack on/enjoy Juicy Plates/courses/meals</p> <p>A mango fish Fish no mention of mango Fish flavoured mango/fish in the/a mango</p> <p>Rice no mention of ginger</p>

Question			Expected answer(s)	Max mark	Unacceptable answers
3.	(a)		<ul style="list-style-type: none"> Their budget was <u>too</u> tight 	1	Very/really
	(b)	(i)	<ul style="list-style-type: none"> (It was cheaper to do) research <u>on-line/on the internet</u> (before going) 	1	Any reference to specific research will negate the point eg booking activities or looking for things that are cheaper Ignore references to specific devices
		(ii)	<ul style="list-style-type: none"> So that they would know exactly what they wanted to see <u>and</u> do (there) <p>OR</p> <ul style="list-style-type: none"> It was cheaper <u>than going to a tour operator</u> 	1	Ignore tense
4.			<ul style="list-style-type: none"> They had not reserved/booked a room in advance/before going/earlier They had to sleep on/at the beach Mosquitoes/midges bit/annoyed/irritated/bothered them <u>all night</u> <p>(Any 2 from 3)</p>	2	Could not book a room in advance By/beside/near the beach Ignore tense Sting/stung Prick/pricked Any mention of pikes negates the points

Question		Expected answer(s)	Max mark	Unacceptable answers
5.	(a)	<ul style="list-style-type: none"> (Pretty, little) <u>remote/isolated/hidden/tucked away</u> villages (in the tropical forest) <p>OR</p> <ul style="list-style-type: none"> (Pretty, little) villages (nestled) <u>in the heart/in the depths of the (tropical) forest</u> 	1	Towns Niche villages Centre/middle
	(b)	<ul style="list-style-type: none"> <u>Rare/endangered species/types/kinds</u> of birds <p>OR</p> <p><u>Species/types/kinds</u> of <u>rare/endangered</u> birds</p> <ul style="list-style-type: none"> <u>Numerous/many/lots of/a large/huge variety/varieties/kinds/types</u> of orchids 	2	Mention of a specific species of bird Rare birds on its own Any mention of pointless or trivial Orchards Trees Numerous different orchids (no mention of types/kinds) (A number of) varied/variety/variable(s) orchids

Question		Expected answer(s)	Max mark	Unacceptable answers
	(c)	(i) <ul style="list-style-type: none"> You can do <u>walks/hikes/treks of different (skill) levels/standards</u> (of difficulty) <p>NB: idea of levels of difficulty not geographical levels within the forest</p> <ul style="list-style-type: none"> To see/observe <u>wild</u> lemurs/lemurs in the <u>wild/in freedom/wandering freely</u> 	2	<p>Bike runs At different levels (suggestion of geographical location) Layers</p> <p>If there is an implication of a charge to see the lemurs eg it is free of charge/see them for free Freed lemurs Observe lemurs freely In their natural habitat Be free/freed</p>
		(ii) <ul style="list-style-type: none"> You (help) conserve/preserve the (natural) heritage (sites) (which is) endangered by deforestation <p>OR</p> <p>You contribute to the conservation/preservation of the (natural) heritage (sites) (which is) endangered by deforestation</p>	1	<p>Upkeep/maintenance To maintain Take part in the discussion/talk about Take part in the maintenance of natural habitat</p> <p>Patrimony Inheritance Culture Any mention of zoo</p>

Question	Expected answer(s)	Max mark	Unacceptable answers
6.	<ul style="list-style-type: none"> • They took a/the wrong road/route/turn(ing)/went the wrong way/they made a mistake on the road <u>during a tropical storm</u> • They <u>started/began</u> to panic • (After several kilometres) they noticed/glimpsed/saw/spotted/caught sight of/came across/upon a (small) house • A (hospitable) family took them in/put them up/gave them a room/accommodation/shelter <u>for the night</u> (to provide shelter from the rain) <p>(Any 3 from 4)</p>	3	<p>They got lost Path/pathway (any implication of walking) Any mention of orange</p> <p>Surveyed Found/discovered Mansion</p> <p>A family put up with them Water proof shelter</p>

Question	Expected answer(s)	Max mark	Additional guidance								
7.	<p>NB: If a positive point of view is implied and the candidate refers to the text as a whole eg throughout the text the writer... + examples = 1 mark awarded Assertion + reason = 1 mark</p> <p>Supporting linking/relevant examples = 1 mark Any mention of no recommendation/mixed feelings = 0 marks.</p> <p>Assertion Yes, the writer recommends holidays in Madagascar (with a few hesitations) + a general reason. eg</p> <ul style="list-style-type: none"> • The article is overwhelmingly positive. • The writer gives many advantages. • There are more positives than negatives. • The good points outweigh the bad. • The title is positive (referring to a paradise). • The idea of the island being like a paradise. <p>+ a relevant example <u>which must back up</u> the assertion</p> <ul style="list-style-type: none"> • Beautiful scenery: white sandy beaches, pretty, little villages, it looks like a paradise. • Varied wildlife: the rare species of birds, the large variety of orchids. A walker and photographers' paradise. • Culture: variety of foods and drinks, welcoming people. 	2	<p>A mark of 2, 1 or 0 will be awarded for this question. Markers should follow this advice:</p> <table border="1" data-bbox="1283 400 2040 911"> <thead> <tr> <th data-bbox="1283 400 1408 461">Marks</th> <th data-bbox="1408 400 2040 461">Commentary</th> </tr> </thead> <tbody> <tr> <td data-bbox="1283 461 1408 655">2</td> <td data-bbox="1408 461 2040 655">The candidate provides a clear answer, with justification that shows an accurate reading of the text. The answer clearly relates to the advice given in the “Expected answer” column.</td> </tr> <tr> <td data-bbox="1283 655 1408 783">1</td> <td data-bbox="1408 655 2040 783">The candidate provides an answer that may contain some degree of misreading, but that offers evidence of some justification.</td> </tr> <tr> <td data-bbox="1283 783 1408 911">0</td> <td data-bbox="1408 783 2040 911">The candidate’s answer provides information to be found in the text by simply re-stating answers to previous questions.</td> </tr> </tbody> </table>	Marks	Commentary	2	The candidate provides a clear answer, with justification that shows an accurate reading of the text. The answer clearly relates to the advice given in the “Expected answer” column.	1	The candidate provides an answer that may contain some degree of misreading, but that offers evidence of some justification.	0	The candidate’s answer provides information to be found in the text by simply re-stating answers to previous questions.
Marks	Commentary										
2	The candidate provides a clear answer, with justification that shows an accurate reading of the text. The answer clearly relates to the advice given in the “Expected answer” column.										
1	The candidate provides an answer that may contain some degree of misreading, but that offers evidence of some justification.										
0	The candidate’s answer provides information to be found in the text by simply re-stating answers to previous questions.										

Question	Expected response(s)	Max mark	Additional guidance
8.	<p>Translate into English the underlined section.</p> <p><i>Située à ... son arrivée.</i> (lines 5-8)</p> <p>Situated 900 kilometres from South Africa,</p> <p>Madagascar attracts a large number of tourists from all corners of the world.</p> <p>It is not difficult to see why.</p> <p>According to the tourist guides you can expect to be moved</p> <p>by the warm welcome you (will) receive as soon as you arrive.</p>	10	<p>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.</p> <p>2 - Good: Essential information and relevant details are understood and conveyed clearly and accurately, with appropriate use of English.</p> <p>1 - Satisfactory: 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.</p> <p>0 - Unsatisfactory: The candidate fails to demonstrate sufficient understanding of the essential information.</p>

Text	Good - 2	Satisfactory - 1	Unsatisfactory - 0
Unit 1 <i>Située à neuf cents kilomètres de l'Afrique du Sud,</i>	Situated 900 kilometres from South Africa,		
Situated 900 kilometres	located	(situated) at found/around	any wrong number/distance eg miles
from South Africa	away from South Africa	of/off South Africa	(from) the south of Africa south of Africa
Unit 2 <i>Madagascar attire un grand nombre de touristes de tous les coins du monde.</i>	Madagascar attracts a large number of tourists from all corners of the world		
Madagascar attracts	draws (in) entices lures	brings in	welcomes
a large number of tourists	a big/great number a large amount	large numbers huge/substantial number	a grand number lots of omission of a large number
from all corners of the world.	from all/the (fours) corners of the world/globe <u>all</u> areas/parts of the world/globe <u>every</u> part/area of the world/globe	from (all) across/around/over the world	omission of world countries regions

Text	Good - 2	Satisfactory - 1	Unsatisfactory - 0
<u>Unit 3</u> <i>Il n'est pas difficile de voir pourquoi.</i>	It is not difficult/hard to see why.		the reason (on its own) Omission of why It's not to see why (omission of difficult)
<u>Unit 4</u> <i>Selon les guides touristiques, on peut s'attendre à être ému</i>	According to (the) tourist guides you can expect to be moved		
According to (the) tourist guides	tour guides		following
you can expect to be... moved	you/we/one/people can expect to be... touched		I/he/she/it/they you can wait you/we/one/people are able to Any other tense Omission of expect excited/graced Any reference to emus

Text	Good - 2	Satisfactory - 1	Unsatisfactory - 0
<p><u>Unit 5</u></p> <p><i>par l'accueil chaleureux qu'on recevra dès son arrivée.</i></p>	<p>by the warm welcome you (will) receive as soon as you arrive.</p>		
<p>by the warm welcome</p>	<p>by the warm welcome (that/which)</p>	<p>by the warmth of the welcome by a warm welcome to be warmly welcomed warm reception from the warm welcome</p>	<p>lovely welcome any mention of reception desk omission of welcome</p>
<p>you (will) receive as soon as you arrive.</p>	<p>you (will) receive on arrival/when you arrive</p>	<p>mixing of pronouns eg you will receive a warm welcome when one arrives</p> <p>to be met with (instead of receive)</p> <p>after/once you have arrived (verb error) from your arrival from the moment you arrived</p>	<p>by the warm welcome on arrival (omission of verb)</p>

[END OF MARKING INSTRUCTIONS]



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2018 French
Directed Writing
Higher
Finalised Marking Instructions

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General marking principles for Higher French 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 detailed marking instructions, which identify the key features required in candidate responses.

- (a) Candidates will write a piece of extended writing in French addressing a scenario that has four related bullet points. Candidates must address each bullet point. The first bullet point contains two pieces of information to be addressed. The remaining three bullet points contain one piece of information each. There is a choice of two scenarios and learners must choose one of these.
- (b) Marks for each candidate response must **always** be assigned in line with these general marking principles and the detailed marking instructions for the Directed Writing scenario.
- (c) For each of the types of writing (Directed Writing or Writing), the marker should select the pegged mark that most closely describes the candidate's performance.
- (d) Marking should be holistic. There may be strengths and weaknesses in the piece of writing; markers should focus as far as possible on the strengths, taking account of weaknesses only where they significantly detract from the overall impression. Marks should be awarded for the candidate's demonstration of ability in the three main characteristics in writing:
 - (i) content
 - (ii) accuracy
 - (iii) language resource - variety, range, structure
- (e) Markers can award the highest pegged mark for writing even if there are minor errors. These should not detract from the overall impression.
- (f) Candidates may display ability across more than one pegged mark descriptor. Markers should recognise the closeness of the pegged mark descriptors and consider carefully the most appropriate overall pegged mark based on the candidate's performance.
- (g) Markers must adhere to the following general marking principle in situations where the candidate has not addressed one or more bullet points:
 - (i) If a candidate has failed to address one of the bullet points, the **maximum** mark that can be awarded is 6.
 - (ii) If a candidate has failed to address two of the bullet points, the **maximum** mark that can be awarded is 4.
 - (iii) If a candidate has failed to address three or more of the bullet points, the **maximum** mark that can be awarded is 0.

The table below gives further guidance to markers. If:

<p>the candidate only addresses one part of the introductory, more predictable bullet point</p>	<p>In such a case the candidate is deemed to have not addressed the bullet point and the maximum mark that can be awarded is 6.</p>
<p>some bullet points fit into one category but others are in the next, lower category</p>	<p>It is important to look carefully at which bullet points are better addressed. If the better sections include the more predictable, introductory bullet point, the marker is less likely to be generous than if responses to unpredictable bullet points are of a better quality. If there is a serious decline after the initial bullet point, 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 point - or even about information that is not covered by any of the bullet points - as for the three remaining bullet points. In such cases, the lower mark being considered should be awarded.</p>
<p>the marker is having great difficulty in deciding whether the writing is good enough to pass</p>	<p>It is essential to consider carefully the accuracy of the verbs overall. If more verbs are correct than incorrect, it is likely that the candidate deserves to pass, unless there are many other inaccuracies in the writing.</p>
<p>the Directed Writing, from the point of view of content, looks as if it belongs in a top category, but contains some possibly serious grammatical errors as a result of using relatively advanced structures combined with a less than confident knowledge of more basic structures</p>	<p>This is a case where the candidate is more adventurous, but less accurate. It is always important to assess what it is the candidate can do, and thus highlight the positive. However, in such cases, it is likely that the candidate will be awarded 6.</p>

Detailed marking instructions - Directed Writing

Mark	Content	Accuracy	Language resource: variety, range, structures
10	<ul style="list-style-type: none"> • The content is comprehensive • All bullet points are addressed fully and some candidates may also provide additional relevant information 	<ul style="list-style-type: none"> • The language is accurate in all four bullets. However, where the candidate attempts to go beyond the range of the task, a slightly higher number of inaccuracies need not detract from the overall very good impression • A comprehensive range of verbs is used accurately and tenses are consistent and accurate • There is evidence of confident handling of all aspects of grammar and accurate spelling, although the language may contain a number of minor errors, or even one serious error • Where the candidate attempts to go beyond the range of the task, a slightly higher number of inaccuracies need not detract from the overall very good impression 	<ul style="list-style-type: none"> • The language used is detailed and complex • There is good use of adjectives, adverbs, prepositional phrases and, where appropriate, word order • A comprehensive range of verbs/verb forms, tenses and constructions is used • Some modal verbs and infinitives may be used • The candidate is comfortable with the first person of the verb and generally uses a different verb in each sentence • Sentences are mainly complex and accurate • The language flows well

Mark	Content	Accuracy	Language resource: variety, range, structures
8	<ul style="list-style-type: none"> • The content is clear • All bullet points are addressed clearly • The response to one bullet point may be thin, although other bullet points are dealt with in some detail 	<ul style="list-style-type: none"> • The language is mostly accurate • Where the candidate attempts to use detailed and complex language, this may be less successful, although basic structures are used accurately • A range of verbs is used accurately and tenses are generally consistent and accurate • There may be a few errors in spelling, adjective endings and, where relevant, case endings. Use of accents is less secure, where relevant 	<ul style="list-style-type: none"> • The language used is detailed and complex • In one bullet point the language may be more basic than might otherwise be expected at this level • The candidate uses a range of verbs/ verb forms and other constructions • There may be less variety in the verbs used • The candidate is comfortable with the first person of the verb and generally uses a different verb in each sentence • Sentences are generally complex and mainly accurate • Overall the writing will be very competent, essentially correct, but may be pedestrian

Mark	Content	Accuracy	Language resource: variety, range, structures
6	<ul style="list-style-type: none"> The content is adequate and may be similar to that of an 8 Bullet points may be addressed adequately, however one of the bullet points may not be addressed 	<ul style="list-style-type: none"> The language may be mostly accurate in two or three bullet points. However, in the remaining one or two, control of the language structure may deteriorate significantly The verbs are generally correct, but basic Tenses may be inconsistent, with present tenses being used at times instead of past tenses There may be errors in spelling, adjective endings and some prepositions may be inaccurate or omitted. There are quite a few errors in other parts of speech - personal pronouns, gender of nouns, adjective endings, cases (where relevant), singular/plural confusion - and in the use of accents (where relevant) Overall, there is more correct than incorrect and there is the impression that the candidate can handle tenses 	<ul style="list-style-type: none"> There are some examples of detailed and complex language The language is perhaps repetitive and uses a limited range of verbs and fixed phrases not appropriate to this level The candidate relies on a limited range of vocabulary and structures There is minimal use of adjectives, probably mainly after 'is' The candidate has a limited knowledge of plurals A limited range of verbs is used to address some of the bullet points The candidate copes with the past tense of some verbs When using the perfect tense, the past participle is incorrect or the auxiliary verb is omitted on occasion Sentences are mainly single clause and may be brief

Mark	Content	Accuracy	Language resource: variety, range, structures
4	<ul style="list-style-type: none"> • The content may be limited and the Directed Writing may be presented as a single paragraph • Bullet points may be addressed in a limited way <p>OR</p> <ul style="list-style-type: none"> • Two of the bullet points are not addressed 	<ul style="list-style-type: none"> • The language is mainly inaccurate and after the first bullet the control of the language structure may deteriorate significantly • A limited range of verbs is used • 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 	<ul style="list-style-type: none"> • There is limited use of detailed and complex language • The language is repetitive, with undue reliance on fixed phrases and a limited range of common basic verbs such as to be, to have, to play, to watch • The candidate mainly copes only with simple language • The verbs 'was' and 'went' may also be used correctly • Sentences are basic and there may be one sentence that is not intelligible to a sympathetic native speaker • An English word may appear in the writing or a word may be omitted • There may be an example of serious dictionary misuse

Mark	Content	Accuracy	Language resource: variety, range, structures
2	<ul style="list-style-type: none"> The content may be basic or similar to that of a 4 or even a 6 Bullet points are addressed with difficulty 	<ul style="list-style-type: none"> The language is inaccurate in all four bullets and there is little control of language structure Many of the verbs are incorrect or even omitted. There is little evidence of tense control There are many errors in other parts of speech – personal pronouns, gender of nouns, cases, singular/plural confusion, prepositions, for instance 	<ul style="list-style-type: none"> There is little use, if any, of detailed and complex language Verbs used more than once may be written differently on each occasion The candidate displays almost no knowledge of the past tense of verbs The candidate cannot cope with more than one or two basic verbs Sentences are very short and some sentences may not be understood by a sympathetic native speaker
0	<ul style="list-style-type: none"> The content is very basic The candidate is unable to address the bullet points <p>OR</p> <ul style="list-style-type: none"> Three or more of the bullet points are not addressed 	<ul style="list-style-type: none"> The language is seriously inaccurate in all four bullets and there is almost no control of language structure Most errors are serious Virtually nothing is correct Very little is intelligible to a sympathetic native speaker 	<ul style="list-style-type: none"> There is no evidence of detailed and complex language The candidate may only cope with the verbs to have and to be There may be several examples of mother tongue interference English words are used Very few words are written correctly in the modern language There may be several examples of serious dictionary misuse

[END OF MARKING INSTRUCTIONS]



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Listening and Writing

Higher

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General marking principles for Higher French Listening

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 detailed marking instructions, which identify the key features required in candidate responses.

- (a) Marks for each candidate response must **always** be assigned in line with these general marking principles and the detailed marking instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) Award a mark to each answer. Marks are not transferable between questions and the answers for each question must come from the item.
- (d) The marking instructions indicate the essential idea that a candidate should provide for each answer. We use the term – ‘or any other acceptable answer’ to allow for the possible variation in candidate responses. Credit should be given according to the accuracy and relevance of candidate’s answers. Candidates may be awarded marks where the answer is accurate but expressed in their own words.

Detailed marking instructions for each question - Listening

Item 1

Question		Expected answer(s)	Max mark	Unacceptable answers
1.	(a)	<ul style="list-style-type: none"> Between 30 minutes and one hour/30 minutes to one hour 	1	One hour and 30 minutes
	(b)	<ul style="list-style-type: none"> The phone number of the <u>company/workplace/business/enterprise</u> The <u>name/contact details of the person(s) you are going to meet/the person(s) who is/are interviewing you</u> (in case you have a problem) 	2	<p>Your phone number</p> <p>The phone number of the person you are going to meet</p>
	(c)	<ul style="list-style-type: none"> The <u>important points/things</u> in your CV Why you are applying for the post/job/why you want the post/job/why you have chosen to go for the post/job 	2	<p>CV (on its own)</p> <p>Why you are suited to/right/good for this job</p> <p>Why you want to work at the location you are applying for</p>
	(d)	<ul style="list-style-type: none"> (Personal questions on) your skills/abilities/competences (accept singular) Your <u>previous/past/prior</u> experience/the experience you have/work experience/experience of that type of work Responsibilities in another job <p>(Any 2 from 3)</p>	2	<p>Personal questions</p> <p>Knowledge</p> <p>Current/future experience</p> <p>Current/future work experience</p>
	(e)	<ul style="list-style-type: none"> Ask (a) question(s) about the <u>working/job conditions</u> (but it is not obligatory) 	1	

Item 2

Question		Expected answer (s)	Max mark	Unacceptable answers
2.	(a)	<ul style="list-style-type: none"> In the/a village bakery/the/a bakery in her village 	1	Town Bakery on its own is insufficient
	(b)	<ul style="list-style-type: none"> There was a <u>car</u> accident/crash The road/route was closed/blocked/shut off She was <u>15 mins</u> late (and she gave a bad impression of herself) <p>(Any 2 from 3)</p>	2	Wrong specific She was in a car accident She was late
	(c)	<ul style="list-style-type: none"> She was wearing sports clothes (the interviewers were wearing suits) Her phone rang <u>twice</u> (because she forgot to switch it off)/The phone rang <u>twice</u> because she forgot to switch it off 	2	

Question		Expected answer(s)	Max mark	Unacceptable answers
	(d)	<ul style="list-style-type: none"> She didn't <u>know how to/couldn't</u> answer/respond to the question(s) Her answers were (too) <u>short</u> (accept singular) 	2	She didn't know what to say She wasn't prepared for the questions She didn't answer all of the questions She didn't answer the questions (properly) She didn't have responses She was unable to answer the question(s)
	(e)	<ul style="list-style-type: none"> Her friend will <u>help</u> her to <u>prepare/get ready</u> (for the interview) NB Ignore tense and ignore plurals 	1	Her friend(s) will prepare her Her friend(s) will help her
	(f)	<ul style="list-style-type: none"> She can sleep in the morning/have a long lie <p>OR</p> <p>People on holiday/tourists are relaxed</p> <ul style="list-style-type: none"> (She loves ice-cream so) she can eat as much ice-cream as she wants/whenever she likes 	2	The people/other workers/colleagues are relaxed She loves ice cream She will be able to get them for free She can eat what she wants
	(g)	<ul style="list-style-type: none"> She will be able to travel/cycle around/move around/get around (in town) (more) easily/freely She would be able to avoid <u>traffic jam(s)/congestion</u> She would be able to keep in shape/keep fit <p>(Any 2 from 3)</p>	2	Easier to get to work by bike/cycle to work She can get round town quicker Evade/avoid traffic She would be able to stay in form/stay in good health

General marking principles for Higher French 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 detailed marking instructions, which identify the key features required in candidate responses.

- (a) Candidates will write 120-150 words in a piece of extended writing in French addressing a stimulus of three questions in French.
- (b) Marks for each candidate response must **always** be assigned in line with these general marking principles and the detailed marking instructions for the Writing task.
- (c) For each of the types of writing (Directed Writing or Writing), the marker should select the pegged mark that most closely describes the candidate's performance.
- (d) Marking should be holistic. There may be strengths and weaknesses in the piece of writing; markers should focus as far as possible on the strengths, taking account of weaknesses only where they significantly detract from the overall impression. Marks should be awarded for the candidate's demonstration of ability in the three main characteristics in writing:
 - (i) content
 - (ii) accuracy
 - (iii) language resource - variety, range, structure
- (e) Markers can award the highest pegged mark for writing even if there are minor errors. These should not detract from the overall impression.
- (f) Candidates may display ability across more than one pegged mark descriptor. Markers should recognise the closeness of the pegged mark descriptors and consider carefully the most appropriate overall pegged mark based on the candidate's performance.

The table below gives further guidance to markers. If:

<p>the candidate exceeds the recommended word count</p>	<p>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.</p>
<p>some parts of the writing fit into one category but others are in the next, lower category</p>	<p>If the better sections contain more sophisticated language, it may still be appropriate to choose the higher mark. 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 instructions should be used to help the marker come to a final decision.</p>
<p>the marker is having great difficulty in deciding whether the writing is good enough to pass or not quite good enough to pass</p>	<p>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.</p>

Mark	Content	Accuracy	Language resource: variety, range, structures
10	<ul style="list-style-type: none"> • The content is comprehensive • The topic is addressed fully, in a balanced way • Some candidates may also provide additional information • Overall this comes over as a competent, well thought-out response to the task which reads naturally 	<ul style="list-style-type: none"> • The language is accurate. However, where the candidate attempts to go beyond the range of the task, a slightly higher number of inaccuracies need not detract from the overall very good impression • A comprehensive range of verbs is used accurately and tenses are consistent and accurate • There is evidence of confident handling of all aspects of grammar and spelling accurately, although the language may contain a number of minor errors, or even one serious major error 	<ul style="list-style-type: none"> • The language used is detailed and complex • There is good use of adjectives, adverbs, prepositional phrases and, where appropriate, word order • A comprehensive range of verbs/verb forms, tenses and constructions is used • Some modal verbs and infinitives may be used • The candidate is comfortable with the first person of the verb and generally uses a different verb in each sentence • The candidate uses co-ordinating conjunctions and subordinate clauses throughout the writing • Sentences are mainly complex and accurate • The language flows well

Mark	Content	Accuracy	Language resource: variety, range, structures
8	<ul style="list-style-type: none"> • The content is clear • The topic is addressed clearly 	<ul style="list-style-type: none"> • The language is mostly accurate. However, where the candidate attempts to use detailed and complex language, this may be less successful, although basic structures are used accurately • A range of verbs is used accurately and tenses are generally consistent and accurate • There may be a few errors in spelling, adjective endings and, where relevant, case endings. Use of accents is less secure • Verbs and other parts of speech are used accurately but simply 	<ul style="list-style-type: none"> • The language used is detailed and complex • The candidate uses a range of verbs/ verb forms and other constructions • There may be less variety in the verbs used • The candidate is comfortable with the first person of the verb and generally uses a different verb in each sentence • Most of the more complex sentences use co-ordinating conjunctions, and there may also be examples of subordinating conjunctions where appropriate • Sentences are generally complex and mainly accurate • At times the language may be more basic than might otherwise be expected at this level • There may be an example of minor dictionary misuse • Overall the writing will be very competent, essentially correct, but may be pedestrian

Mark	Content	Accuracy	Language resource: variety, range, structures
6	<ul style="list-style-type: none"> • The content is adequate and may be similar to that of an 8 or a 10 • The topic is addressed adequately 	<ul style="list-style-type: none"> • The language may be mostly accurate. However, in places, control of the language structure may deteriorate significantly • The verbs are generally correct, but basic. Tenses may be inconsistent, with present tenses being used at times instead of past tenses • There may be errors in spelling, eg reversal of vowel combinations adjective endings and some prepositions may be inaccurate or omitted, eg I went the town. 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 • Overall, there is more correct than incorrect and there is the impression that the candidate can handle tenses 	<ul style="list-style-type: none"> • There are some examples of detailed and complex language • The language is perhaps repetitive and uses a limited range of verbs and fixed phrases not appropriate to this level • The candidate relies on a limited range of vocabulary and structures • There is minimal use of adjectives, probably mainly after 'is' • The candidate has a limited knowledge of plurals • The candidate copes with the present tense of most verbs • Where the candidate attempts constructions with modal verbs, these are not always successful • Sentences are mainly single clause and may be brief • There may be some dictionary misuse

Mark	Content	Accuracy	Language resource: variety, range, structures
4	<ul style="list-style-type: none"> • The content may be limited and may be presented as a single paragraph • The topic is addressed in a limited way 	<ul style="list-style-type: none"> • The language used to address the more predictable aspects of the task may be accurate. However, major errors occur when the candidate attempts to address a less predictable aspect • A limited range of verbs is used • 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 • Overall there is more incorrect than correct 	<ul style="list-style-type: none"> • There is limited use of detailed and complex language and the language is mainly simple and predictable • The language is repetitive, with undue reliance on fixed phrases and a limited range of common basic verbs such as to be, to have, to play, to watch • There is inconsistency in the use of various expressions, especially verbs • Sentences are basic and there may be one sentence that is not intelligible to a sympathetic native speaker • An English word may appear in the writing or a word may be omitted • There may be an example of serious dictionary misuse

Mark	Content	Accuracy	Language resource: variety, range, structures
2	<ul style="list-style-type: none"> • The content may be basic or similar to that of a 4 or even a 6 • The topic is thinly addressed 	<ul style="list-style-type: none"> • The language is almost completely inaccurate throughout the writing and there is little control of language structure • Many of the verbs are incorrect or even omitted. There is little evidence of tense control • There are many errors in other parts of speech – personal pronouns, gender of nouns, cases, singular/plural confusion • Prepositions are not used correctly 	<ul style="list-style-type: none"> • There is little use, if any, of detailed and complex language • The candidate has a very limited vocabulary • Verbs used more than once may be written differently on each occasion • The candidate cannot cope with more than one or two basic verbs • Sentences are very short and some sentences may not be understood by a sympathetic native speaker • Several English or ‘made-up’ words may appear in the writing • There are examples of serious dictionary misuse
0	<ul style="list-style-type: none"> • The content is very basic • The candidate is unable to address the topic 	<ul style="list-style-type: none"> • The language is seriously inaccurate throughout the writing and there is almost no control of language structure • (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"> • There is no evidence of detailed and complex language • The candidate copes only with ‘have’ and ‘am’ • There may be several examples of mother tongue interference • Very few words are written correctly in the modern language • English words are used • There may be several examples of serious dictionary misuse

[END OF MARKING INSTRUCTIONS]