



**2008 French**

**Higher – Listening and Writing**

**Finalised Marking Instructions**

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**2008 French  
Higher – Listening/Writing**

**Marking Instructions**

Questions/Acceptable answers	Unacceptable answers	Acceptable
<p>1. (a) Francine had two evening jobs. What were they and how often did she do them?</p> <p><b>2 points</b></p> <ul style="list-style-type: none"> <li>• As a waitress/server OR She worked/works in a restaurant + twice a week/two nights/evenings/days a week</li> <li>• As a babysitter/childminder OR She watched/watches/looks after/takes care of children/infants + on Wednesday(s)/once a week</li> </ul> <p><b>NB</b> Each point requires job + when</p>	<p>3 times a week at the weekend</p> <p>with children works with children helps children on Wednesday <u>and</u> at the weekend</p>	<p>waitress in a hotel does not negate waiter</p>
<p>(b) What does Francine say is the advantage of working in the evening?</p> <p><b>1 point</b></p> <ul style="list-style-type: none"> <li>• The pay is better (than during the day)/gets more money/it's not (as) good pay during the day</li> </ul> <p><b>NB</b> Must be idea of comparison</p>	<p>good pay (no comparison) it's well paid <u>has</u> more money double the amount</p>	

Questions/Acceptable answers	2 points	Unacceptable answers	Acceptable
<p>2. Why had Francine decided to get a job?</p> <ul style="list-style-type: none"> <li>To pay for her shopping (trips)/she likes shopping/loves shops</li> <li>To learn about/discover/experience/know/get used to the world of work/job world/working world/for work experience</li> </ul>		<p>her <u>daily</u> shopping shopping <u>and</u> magazines</p> <p>to get into/enter ... it would help her in ... mention of <u>travel</u> negates answer</p>	<p>to buy her own things</p> <p>to learn/etc/what it's like to work</p>
<p>3. She liked one job better than the other.</p> <p>(a) Why did she prefer that job?</p> <ul style="list-style-type: none"> <li>She could <u>play/have fun</u> with the children</li> <li>She could do homework/study <u>while they were asleep/in bed/after she put them to bed</u></li> </ul>	2 points	<p>liked working/being with</p> <p>at the same time</p>	do her work
<p>(b) What did she not like about the other job?</p> <ul style="list-style-type: none"> <li>The restaurant job was (very/too/quite) tiring/made her tired</li> <li>You had to <u>smile all the time/always</u></li> </ul>	2 points	<p>had to be friendly/happy/pleasant had to smile (on its own)</p>	she is smiling all the time

Questions/Acceptable answers	1 point	Unacceptable answers	Acceptable
<p>4. (a) Why were her customers in a good mood?</p> <ul style="list-style-type: none"> <li>They were out for a good time/having fun/to relax OR They were with their family <u>and/or</u> friends</li> </ul> <p>NB Either verb or both groups of people</p>	1 point	<p>they were out for a meal</p> <p>they know <u>her</u> family the restaurant was good fun for family and friends</p>	<p>to amuse/entertain themselves</p>
<p>(b) How did she benefit from this?</p> <ul style="list-style-type: none"> <li>They left <u>good/a lot of/more</u> tips</li> </ul>	1 point	<p>bought her drinks a tip/tips she got money from them</p>	
<p>5. Why did Francine and her fellow workers get on well together?</p> <ul style="list-style-type: none"> <li>They were the same/similar age(s)</li> <li>They were working/were there for the same/similar reasons</li> </ul>	2 points	<p>they kept in contact/became good friends</p>	<p>they were all young/around/roughly the same age</p>

**Questions/Acceptable answers**

6. What aspects of her job did Francine find difficult?

**2 points**

- It was difficult to motivate herself/be/stay motivated after a (long) day studying/at school
- Child-minding/baby-sitting/working with children/looking after children brings a lot of responsibilities/demands a lot of care/attention.  
She had a lot of responsibility looking after children.  
You need to be responsible looking after children.  
She has to take responsibility for the children.

[childminding linked to responsibility/care/attention]

**Unacceptable answers**

working  
after a long journey

children demand a lot of attention  
children require lots of attention

**Acceptable**

working in/at school

Questions/Acceptable answers	1 point	Unacceptable answers	Acceptable
<p>7. (a) What concern did her parents have about Francine's jobs?</p> <ul style="list-style-type: none"> <li>They thought her studies/school work might suffer/ she won't have time to study/her studies should come first. School work/grades is/are/was/were suffering Parents are worried about her schoolwork/grades/ worried she is not studying.</li> </ul> <p>(Key idea: general schoolwork/performance)</p>	1 point	<p>She needs to study for exams Parents are worried about her exams</p> <p>“Exams” are too specific any implication of paid work</p>	Acceptable
<p>(b) What did Francine do to meet this concern?</p> <ul style="list-style-type: none"> <li>She did <u>extra/additional/supplementary studying/ work/school work/lessons</u> at the weekends</li> <li>She stopped working/gave up her job/did not work (in the restaurant) when her exams were getting near/ approaching/in the run-up to her exams/before her exams/when exams were close. She stopped working until exams were over. She worked until exams were close</li> </ul>	2 points	<p>she didn't work at the weekends work (suggesting paid work) she saves weekends for studying she studied/worked hard at the weekends</p> <p>she cuts back on hours/tries not to work so much when she has exams/during/at/the night before her exams she stopped working until exams were close/at the time of the exams</p>	she studied/worked <u>harder</u> at the weekends

Questions/Acceptable answers	2 points	Unacceptable answers	Acceptable
<p>8. According to Francine, how has she benefited from her jobs?</p>		<p>good mood/humour</p>	
<ul style="list-style-type: none"> <li>Brought her happiness/made her happy OR <u>She realised</u> there are more important things than making money</li> </ul>		<p>the children are adorable she loved working with adorable children</p>	<p>the children remembered her</p>
<ul style="list-style-type: none"> <li>She (still) sees the children (every day/always) OR Children (will/do) remember her/think of her</li> </ul>			

## 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>

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
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>

What if...?	
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]