



2008 French

Higher – Reading and Directed Writing

Finalised Marking Instructions

© Scottish Qualifications Authority 2008

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is to be used for any other purposes written permission must be obtained from the Assessment Materials Team, Dalkeith.

Where the publication includes materials from sources other than SQA (secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the centre's responsibility to obtain the necessary copyright clearance. SQA's Assessment Materials Team at Dalkeith may be able to direct you to the secondary sources.

These Marking Instructions have been prepared by Examination Teams for use by SQA Appointed Markers when marking External Course Assessments. This publication must not be reproduced for commercial or trade purposes.

2008 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.

**2008 French
Higher – Reading and Directed Writing**

Marking Instructions

Questions/Acceptable answers	1 point	Unacceptable answers	Acceptable
<p>1. A large number of blogs (on-line diaries) have sprung up since 1999. (lines 1-17)</p>			
<p>(a) What prompted Camille to start her blog?</p> <ul style="list-style-type: none"> • Jealousy OR She saw her friend's/Anuja's Her friend/Anuja had (started) one (so she wanted one) 		<p>to become famous jealous of Andy Warhol/of other people's blogs</p> <p>her friend Anuja</p>	
<p>(b) How had Anuja tried to make her blog immediately attractive?</p> <ul style="list-style-type: none"> • An (elegant) photo on the home-page/opening-/entry- /welcome-/welcoming-/first-/front- page • Of herself (well) made-up/done-up <u>and</u> with a (broad/big/ large) smile wearing (a lot of) make-up <u>and</u> smiling 		<p>at the beach photo on her blog/on her page</p> <p>well made-out/heavily made-up/too much make-up she was putting on make-up made her seem fake/with a fake smile</p>	
<p>Note: She created a very elegant welcome page with her appearing well made-up and with a big smile. = 2 points</p>			
<p>["photo" is redundant in that example]</p>			

Questions/Acceptable answers

2. On her blog, Camille writes about her life in New York. (lines 18-48).

(a) Give details of the kinds of thing that Camille puts on her blog. **3 points**

- Life as a university student of journalism
- Assessment/review/critique/account of/(critical) essay/article/report on a Van Gogh exhibition/exposition (at the Metropolitan Museum)
- (Calling into doubt/questioning) the New York candidature/candidacy/application/nomination/bid for the 2012 Olympic Games
New York wanting to host ...
- Her meeting/encounter/time spent/discussion with police/a police patrol/patrol of police/group of police in the streets/a street/in Harlem

NB (Key concepts: meeting police and where)

- Photos illustrating each article (that she had taken/from her digital camera)

(any 3 from 5)

Unacceptable answers

writes about art exhibitions she has been to
the critical exhibition by Van Gogh
critical of (a) painting(s)/exhibit by Van Gogh
criticism of the artist Van Gogh
Van Gogh expedition

young/youth games
a candidate who will compete
a list of candidates for ...
whether to enter for ...

her collision with
a police patroller
a patrolling officer/policeman on patrol
she went on patrol with ...
police patrol encounters

Acceptable

comment(s)

meeting(s)

Questions/Acceptable answers	1 point	Unacceptable answers	Acceptable
<p>(b) Why, in her opinion, do her readers find her site interesting?</p> <ul style="list-style-type: none"> • <u>The French</u> love New York. OR <u>The French</u> like/are interested in <u>everything to do with NY</u>. OR She gives/brings them some of the New York atmosphere/ambiance. 		<p>The French/they like to know about/ be in touch with/stay in contact with New York They love it because it has a touch/ feeling of New York a taste of New York life</p>	
<p>(c) Why did Bruno think her site was great?</p> <ul style="list-style-type: none"> • Her descriptions of (her) <u>nights out/parties/evenings</u> give people a slice/taste/glimpse of/an insight into NY life 		<p>outings things that happen at night</p>	
<p>(d) How does Camille react to comments such as his?</p> <ul style="list-style-type: none"> • Her ego is/she feels flattered/it boosts her ego OR She thought/thinks herself a superstar of the Internet 		<p>she wants to be ...</p>	<p>first person in answer eg I feel flattered</p>

Questions/Acceptable answers	Unacceptable answers	Acceptable
3. There are also dangers in having your own blog. (lines 49-67)		
(a) What did Camille realise is a dangerous thing to do?	1 point	
<ul style="list-style-type: none"> Give personal/private details/details of private life to strangers/to whoever/to whoever can read them/to anyone you don't know/for the public to see/on the internet/to whoever might stumble upon them/might type random words into a search engine. [Give <u>private</u> details to <u>stranger</u>] 	<p>to an unknown in the secret engine on her blog give details of private life (no reference to strangers)</p>	
(b) What happened after Camille gave Élodie the information that she asked for?	3 points	
<ul style="list-style-type: none"> That wasn't enough (for Élodie)/Élodie wanted more details OR Élodie sent numerous/5 e-mails to/constantly/continuously emailed Camille 	sent 5 people emails	"He"
<ul style="list-style-type: none"> <u>Camille</u> broke off contact/ceased/stopped replying 	she asked her to stop/she deleted her contact/she blocked her emails	I broke off contact with <u>Élodie</u> <u>She</u> broke off contact with <u>Élodie</u>
<ul style="list-style-type: none"> Élodie('s tone) became less friendly/warm/heartly/cordial OR She subjected Camille to/sent Camille a <u>flood/torrent/wave/amount</u> of abuse/insults/threats 	<p>less polite/nice/kind/pleasant she <u>still</u> suffers</p> <p>hate-mail/menaces she insulted her she was nasty to her</p>	Camille/she received a torrent of abuse

Questions/Acceptable answers	Unacceptable answers	Acceptable
4. Camille’s blog has had a major impact upon her life. (lines 68-94)		
(a) Why did a journalist from the Daily Telegraph contact her?	2 points	
<ul style="list-style-type: none"> • He had read her/a review/report of/blog/comment(s)/remarks/commentary on a film/<i>Les Choristes</i> 	to comment on her blog to propose a film	
<ul style="list-style-type: none"> • He had/wanted to interview the star <u>and</u> wanted to talk to her 	he <u>had interviewed</u> the star he wanted <u>her</u> to interview the star the star of the film wanted to talk to her ... and he wanted her to speak/translate	
(b) What eventual benefit did this bring Camille?	1 point	
<ul style="list-style-type: none"> • She received a job <u>offer/offer</u> of employment/a (steady) job/work The journalist/he <u>offered</u> her a job 	job offers frequent work	<u>offer</u> of a full-time/ permanent job

Questions/Acceptable answers	3 points	Unacceptable answers	Acceptable
<p>(c) What shows how far Camille has become addicted to her blog?</p> <ul style="list-style-type: none"> • She checks the visitor/viewer statistics/statistics of visits to her blog/how many people have been on/visited/viewed the blog + compulsively/when she wakes/gets up/first thing • She hates days when no-one leaves/makes a comment/ people don't comment/when she doesn't get comments/ remarks • She is delighted when a new reader appears/comes forward/ joins her blog/is evident/has a look/arises/shows themselves/ emerges/turns up/leaves a comment • She continually improves/doesn't stop/never stops improving her blog 		<p>her blog statistics regularly all the time always</p> <p>people don't do commentaries <u>people who</u> don't leave comments</p> <p>new lecture/lecturer expressing themselves</p>	<p>how many hits</p> <p>when there's a new reader A new reader manifests him/herself new readers</p>
<p>(Any 3 from 4)</p>		<p>lecturers – do not penalise if repeated <u>exactly</u> readers are/were inconsolable/find <u>her</u> inconsolable</p>	<p>might be inconsolable</p>
<p>(d) Why does she describe herself as arrogant?</p> <ul style="list-style-type: none"> • She thinks that her readers will be inconsolable/devastated/ distraught if/when/that she stops/she goes back to France/she is leaving/her blog ends/without her blog 			

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>C' est Andy Warhol qui le disait:</p> <p>C'est Andy Warhol</p> <p>qui</p> <p>le disait</p>	<p>It is/was Andy Warhol who said (it)/used to say (it)</p> <p>It is/was</p> <p>who/that</p> <p>said (it)/used to say (it)/would say said that/this</p>	<p>was saying</p> <p>once said</p> <p>had said</p>	<p>omission of <i>C'est</i></p> <p>says</p> <p>was to say</p>

UNIT 2

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>“À l’avenir, chacun aura son quart d’heure de célébrité”.</p> <p>A l’avenir</p> <p>chacun</p> <p>aura</p> <p>son quart d’heure</p> <p>de célébrité</p>	<p>« In the future, everyone will have his/their quarter of an hour of fame/celebrity ».</p> <p>In (the) future</p> <p>everyone/every body each (and every) person each (one) of us</p> <p>will have</p> <p>his/her/their quarter of an hour 15 minutes</p> <p>of fame/celebrity/stardom of being famous</p>	<p>Rendition as reported speech</p> <p>each</p> <p>would have will become/be will have had</p> <p>a/one’s omission of <i>son</i> adding “his/her <u>own</u>”</p> <p>as <u>a</u> celebrity</p>	<p>From now on In the year</p> <p>people</p> <p>has</p> <p>4 hours his moment a little</p> <p>to celebrate of being celebrated</p>

UNIT 3

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>Moi, je suis célèbre depuis plus de quatre mois</p> <p>Moi</p> <p>je suis (depuis)</p> <p>célèbre</p> <p>depuis plus de quatre mois</p>	<p>(As for me) I have been famous for more than four months.</p> <p>Personally Omission of <i>Moi</i> Me/As for me I myself</p> <p>I have been</p> <p>famous</p> <p>for more/longer than 4 months for over 4 months</p>	<p>However, I ... Myself, I ... For me ... Me myself...</p> <p>I am I have had fame</p> <p>a celebrity</p> <p><u>since</u> more than</p>	<p>I was</p> <p>celebrated – not a repeated error</p> <p>since I was <u>4 years old</u> a <u>quarter</u> of a month 4 months <u>ago</u> <u>after</u> more than 4 months for the past 4 months omission of “more than”</p>

UNIT 4

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>Et qu' ai-je fait pour mériter cette renommée?</p> <p>Et</p> <p>qu' ai-je fait</p> <p>pour mériter</p> <p>cette renommée</p>	<p>And what have I done to deserve this fame?</p> <p>And</p> <p>what have I done what did I do what was it that I did</p> <p>(in order) to deserve/merit/earn that deserves</p> <p>this/that/such fame/renown this renowned status this celebrity status</p>	<p>And to what do I owe this fame?</p> <p>omission of <i>Et</i></p> <p><u>For</u> what have I done</p> <p>achieve/receive</p> <p>being this celebrated/renowned <u>my</u> fame reputation/recognition renowned fame status omission of <i>cette</i> this celebrity</p>	<p>Do I deserve this fame? Why do I deserve this fame? How did I make/get this fame? What do I do ... How did I merit</p> <p>this (omission of <i>renommée</i>) this renownment/name/celebration/ achievement</p>

UNIT 5

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>J' ai tout simplement ouvert mon blog sur internet.</p> <p>J'ai ouvert</p> <p>tout simplement</p> <p>mon blog</p> <p>sur internet</p>	<p>I (have) (quite) simply opened my blog on the Internet.</p> <p>All I have (simply) done/did is/was open my blog on the internet</p> <p>I (have) opened (up)/created/started/set up</p> <p>(quite/just/very) simply/simply just</p> <p>my blog</p> <p>on the internet</p> <p>my on-line blog</p> <p>my internet blog</p>	<p>I <u>had</u> opened released/put/posted/published</p> <p><u>so</u> simply only</p> <p>my <u>own</u> blog <u>a</u> blog</p> <p><u>on</u> internet <u>over</u> the internet <u>to</u> the internet</p>	<p>I open (present tense)</p> <p><u>all</u> simply <u>all too</u> simply</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]