



2014 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.
- (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 marks 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 mark. 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 Marks

Correct marks 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		Expected Answer(s)	Max Mark	Unacceptable	Acceptable
1.	(a)	<ul style="list-style-type: none"> • <u>To stroll/wander/amble/walk</u> along/down the boulevards/avenues/streets • (Visit/See) <u>historic/historical monuments</u> • <u>Taste/sample/try</u> (world-renowned) cuisine/food/cooking/dishes <p style="text-align: right;">(any 2 from 3)</p>	2	<p>To hike Roads</p> <p>Touristic/Ancient Sites/sights</p> <p>Eat/enjoy the food</p>	Long boulevards
1.	(b)	<ul style="list-style-type: none"> • (They find themselves/are) stuck/crushed/wedged/jammed/crammed/squashed/squished/cornered/trapped <u>against/among/in/with (the) other travellers</u> <p>OR</p> <ul style="list-style-type: none"> • They don't have much room/space to move/have little room/space to move 	1		

Question		Expected Answer(s)	Max Mark	Unacceptable	Acceptable
1.	(c)	<ul style="list-style-type: none"> • <u>One</u> stays on the <u>platform</u> <u>and</u> watches/surveys/acts as look-out/ keeps an eye on things • The <u>others</u> mix/mingle with/spread among/blend into the tourists • They plunge their (thin and manicured) hands into passengers' bags + <u>as</u> they climb into carriage/train/get on (the carriage/train) 	3	<p>Some of them One rests/sits on the quay at the side supervises</p> <p>They muddle up scuffle</p> <p>They (the girls) Luggage climb into Get off</p>	<p>One stays on the platform in order to...</p> <p>Get on and off</p>
2.	(a)	<ul style="list-style-type: none"> • (They were pretending) to beg (for food)/Asking for/Demanding food/bread <u>and</u> crisps/chips (from picnickers) 	1	<p>To beg for money Selling crisps Having a picnic Pretending to have a picnic</p>	
2.	(b)	<ul style="list-style-type: none"> • They were distracting/diverting tourists <u>while/and</u> stealing a wallet/ a purse/a mobile/a laptop/a bag 	1	<p>belongings</p>	<p>Stealing a mobile from a bag</p>
2.	(c)	<ul style="list-style-type: none"> • He threw himself/rushed at a thief/thieves shouting/yelling/ screaming/howling "Watch out!/Beware!/Be careful!/Pickpockets!"/ to alert/warn everyone Action + what he shouted/purpose of shout • He grabbed/caught/seized/took hold of <u>two</u> of the thieves/them 	2		<p>Ignore incorrect gender He grabbed hold of "Thieves!"</p> <p>Ignore incorrect gender</p>

Question		Expected Answer(s)	Max Mark	Unacceptable	Acceptable
3.	(a)	<ul style="list-style-type: none"> These <u>groups</u> steal/make/get (up to) 40,000 euros <u>in/every two weeks/a fortnight</u> 	1	A group They/Pickpockets 40,000 euros are stolen (no mention of groups)	Stole
3.	(b)	<ul style="list-style-type: none"> They are unhappy/annoyed/don't want to have their photograph taken/They are unhappy at people taking photos <u>of them</u> 	1	Unhappy with the contents of the photo/with their photo	
3.	(c)	<ul style="list-style-type: none"> There are groups (of boys) who ask/demand tourists/Tourists are asked to sign a petition <u>and</u> make a donation/gift/give money (to a humanitarian association/charity) If/When they/you refuse they/you run risk of being/are followed/pursued/chased/hounded Later they realise that their wallet has gone/isn't in pocket 	3	<p>Taken to court A short risk</p> <p>They will be prosecuted/persecuted</p> <p>They return the wallet</p>	

Question		Expected Answer(s)	Max Mark	Unacceptable	Acceptable
4.	(a)	<ul style="list-style-type: none"> • They are continuing to identify and arrest/stop/They are identifying and arresting/stopping these groups • They inform/tell/warn the tourists to be vigilant/careful <u>with</u>/aware <u>of</u>/keep an eye on/look after/keep hold of (their) bags/wallets/ (personal) belongings • They put up posters/displays/adverts/notices everywhere/in the metro <u>and</u> near/beside/at (historic) monuments <u>and</u> in stations (to warn the public) (of the danger) Overall answer must show indication of understanding of purpose of posters 	3	on monuments	
4.	(b)	<ul style="list-style-type: none"> • They don't/didn't go to/attend/aren't/weren't in school <u>therefore/so/ and</u> can't/couldn't read or write/are/were illiterate • Begging and stealing/It is their <u>only/sole</u> means/way to survive/of survival/surviving 	2	They are not schooled They haven't done well at school It's their way of surviving	

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:

Mais il y a un phénomène l'écoutent. (lines 15-22)

Unit 1

TEXT	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
<p>Mais il y a un phénomène qui arrive de plus en plus dans le métro</p> <p>Mais il y a un phénomène</p> <p>qui arrive</p> <p>de plus en plus</p> <p>dans le métro</p>	<p>But there is a phenomenon which occurs/happens more and more in the métro</p> <p>But/However</p> <p>there is</p> <p>a/one phenomenon</p> <p>which/that occurs/happens/ appears/arises/takes place/ comes up (which/that is/has been) occurring/happening/appearing/ arising/taking place/coming up</p> <p>more and more (often/frequently)</p> <p>in the métro (station)/underground (station)/subway (station)</p>	<p>Omission (mais)</p> <p>this/it is there are/was thing/incident</p> <p>omission (qui)</p> <p>over and over again and again</p> <p>on the métro/train/in the train in the station</p>	<p>who arrives/is arriving omission (arrive)</p> <p>from time to time</p>

Unit 2

TEXT	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
<p>Sur le quai on voit une bande de quatre jeunes filles en jean</p> <p>Sur le quai</p> <p>on voit</p> <p>une bande</p> <p>de quatre jeunes filles</p> <p>en jean</p>	<p>On the platform one/you see(s) a band/group of four girls in jeans</p> <p>On/At the platform</p> <p>one/you/we see(s)/can see</p> <p>a band/group/gang/bunch</p> <p>of four</p> <p>(young/teenage) girls</p> <p>in/wearing jeans/denim(s)</p> <p>Note: A group of four girls wearing jeans can be seen on the platform (2 marks)</p>	<p>Beside platforms</p> <p>they will see</p> <p>omission (bande) a crowd</p> <p>omission (quatre)</p> <p>females young women</p>	<p>Station/quay</p> <p>Omission (both bande and quatre)</p> <p>daughters women</p>

Unit 3

TEXT	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
<p>Dont la plus âgée a peut-être quinze ans.</p> <p>Dont la plus âgée</p> <p>a peut-être quinze ans.</p>	<p>Of whom the oldest is maybe 15 (years old/of age)</p> <p>Of whom/which the oldest Where/the oldest Whose oldest (member) The oldest one (of them) being ... With the oldest being</p> <p>is maybe/perhaps may/might/could be</p> <p>15 (years old/of age)</p>	<p>omission (Dont) older/elder</p> <p>omission (peut-être) is about/around must/has to be</p> <p>has maybe 15 years of age 14/16</p>	<p>perhaps more than 15</p>

Unit 4

TEXT	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
<p>Il est évident que c'est elle qui mène le groupe.</p> <p>Il est évident que c'est elle qui mène le groupe.</p>	<p>It's obvious that she's the one who leads the group</p> <p>It is evident/obvious/apparent/clear (that)</p> <p>It is she/her/she's the one who/that leads/is leading the group/is the leader/in charge of the group</p>	<p>It was (Repeated Error?)</p> <p>It was (Repeated Error?) omission (eg she is the leader ...)</p> <p>which manages It's clear which girl runs the group</p>	<p>It's a girl</p> <p>conducts</p>

Unit 5

TEXT	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
<p>On le sait parce que quand elle parle les autres l'écoutent.</p> <p>On le sait</p> <p>parce que quand elle parle</p> <p>les autres l'écoutent.</p>	<p>You know (it) because when she speaks/talks the others listen to her.</p> <p>One knows/You/We know/can tell (it/this/that) This is known</p> <p>because/as when she speaks/talks/is speaking/is talking</p> <p>the others (all) listen/are listening to her</p>	<p>They (Repeated Error?) will know</p> <p>She speaks while/and the others listen</p> <p>omission (to her)</p>	<p>catch/see</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 <i>OR</i> • 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]



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Higher – Listening/Writing

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Part Two: Marking Instructions for each Question

Question	Expected Answer(s)	Max Mark	Unacceptable	Acceptable
1.	<ul style="list-style-type: none"> • (her) <u>grandmother</u> is of Scottish origin/originates/comes/is (originally) from Scotland/from there/the region/is Scottish/has Scottish roots/heritage • to do work experience/a training course/study residence in English speaking/anglophone country <p>OR</p> <ul style="list-style-type: none"> • to improve/make better her (knowledge of) language/English 	2	<p><u>lives/is</u> in Scotland is <u>partly</u> Scottish</p> <p>a 'stage' in <u>other</u> countries</p> <p>to <u>learn/get to know</u> English languages <u>pronunciation</u></p>	understanding

Question		Expected Answer(s)	Max Mark	Unacceptable	Acceptable
2.	(a)	<ul style="list-style-type: none"> she works <u>three days</u> (per week) <u>at the hospital</u> she spends (the other) <u>two days/the other days/the rest (of the week/time) studying/at university</u> 	2	3 <u>times</u> (unless 2 days given in second point) works <u>evenings</u>	NB: She works at the hospital and studies at/ goes to university 1 mark
2.	(b)	<ul style="list-style-type: none"> she starts at/works from <u>7am</u> until/to/finishes at <u>11pm</u> 	1	starts <u>studying</u>	until after 11p.m.
3.		<ul style="list-style-type: none"> <u>same/similar</u> (sorts of) problems as (you find) in hospitals everywhere/ in Europe <p>OR</p> <ul style="list-style-type: none"> illness(es)/sickness(es)/disease(s)/ailment(s) linked to drugs and alcohol/ people ill/sick because of drugs and alcohol 	1	Injuries/(health) problems patients <u>hurting themselves/coming into hospital</u> because of..... drugs and alcohol <u>abuse</u>	

Question		Expected Answer(s)	Max Mark	Unacceptable	Acceptable
4.	(a)	<ul style="list-style-type: none"> Scots eat badly/worse (compared to French)/Scots have poorer diet/eat (more) unhealthy food/Scottish people don't eat as healthily (as French people)/French eat more healthily (than Scots) <p>N.B. At least one nationality must be mentioned</p>	1	<p>French <u>are healthier</u> (no mention of diet)</p> <p>The food is <u>better/not so good</u></p> <p>The diet (on its own)</p>	
4.	(b)	<ul style="list-style-type: none"> Scottish people consume/eat/buy/choose <u>too much/many</u> fat/fatty/sweet/sugary things/food <p>OR</p> <ul style="list-style-type: none"> Scottish diet has <u>too much</u> fat/sugar 	1	<p>eat <u>a lot of/more...</u></p> <p><u>Food is</u> too sugary/fatty/has too much sugar/fat</p>	They (if it is clear from answer to 4(a) that Scots are being referred to).
4.	(c)	<ul style="list-style-type: none"> cardiac/heart/disease/illness/problems/issues <p>OR</p> <ul style="list-style-type: none"> obesity/people are/become obese 	1	<p>cardiac <u>arrest</u></p> <p><u>heart</u> attacks</p> <p>are <u>fat/overweight</u></p>	

Question		Expected Answer(s)	Max Mark	Unacceptable	Acceptable
5.		<ul style="list-style-type: none"> eat <u>five</u> (portions/pieces) of fruit <u>and</u> veg <u>per day</u>/eat your 5 a day do not drink <u>as much</u> (alcohol)/drink <u>less</u> (alcohol)/limit your alcohol intake (try to) <u>stop/quit/give up</u> smoking 	3	<u>Eat healthily</u> (by itself) <u>don't drink (too much alcohol/</u> <u>excessively)/stay</u> <u>away from alcohol</u> <u>a lot of alcohol</u> cut down on smoke less important not to smoke	
6.	(a)	<ul style="list-style-type: none"> (at least) half an hour/30 minutes <u>every/per/a day</u> 	1		
6.	(b)	<ul style="list-style-type: none"> <u>good/better/sunny/sunnier weather</u> so people go out <u>more often</u>/spend <u>more time outside/outdoors</u> (in France) 	1	weather is good/ better (<u>on its own</u>) there are <u>more</u> <u>outdoor activities</u>	

Question		Expected Answer(s)	Max Mark	Unacceptable	Acceptable
7.	(a)	<ul style="list-style-type: none"> • sit (in armchair/on sofa)/relax/crash/put feet up in front of TV/computer <p>OR</p> <ul style="list-style-type: none"> • watch TV <u>or/and</u> go on/play at computer • nibble food/snack/have a glass/a drink (of wine/beer) 	2	eat <u>unhealthy food</u> any specific soft drink have <u>some juice</u>	
7.	(b)	<ul style="list-style-type: none"> • take/go/walk up the stairs/staircase <u>instead of/and not (taking) the lift/elevator</u> • go for a (small) walk (in the park) at lunchtime/dinnertime 	2	<u>escalator</u> <u>breakfast before dinner</u> <u>after tea</u> <u>on way home</u>	steps during lunch (break)

Question		Expected Answer(s)	Max Mark	Unacceptable	Acceptable
7.	(c)	<ul style="list-style-type: none"> everyone has right/needs (some time) to relax/rest don't overdo it/relaxation/don't relax too much one/she does/you/people do not want to have a heart attack/problems/ cardiac problems <u>at 35/in one's/her/your/their thirties/early/young</u> <p style="text-align: right;">(2 from 3)</p>	2	<p>don't <u>exaggerate</u></p> <p>wrong specific number</p>	(concept of the risk of a heart attack)

Total 20

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"> • The topic is 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 and constructions is used. There may also be a variety of tenses. • Overall this comes over as a competent, well thought-out response to the task 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	8	<ul style="list-style-type: none"> • The topic is addressed, generally quite fully, and some complex sentences may be included. • 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. • At times 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	6	<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. • The topic may not be 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. • 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 go the town. • While the language may be reasonably accurate at times, the language structure may deteriorate significantly in places. • 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 present tense of most verbs. • A limited range of verbs is used. • Candidate relies on a limited range of vocabulary and structures. • Where the candidate attempts constructions with modal verbs, these are not always successful. • Sentences may be basic and mainly brief. • There is minimal use of adjectives, probably mainly after “is” eg My friend is reliable. • 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	4	<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 aspects of the task may be accurate, serious errors occur when the candidate attempts to address a less predictable aspect. • The Personal Response 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. • Overall, there is more incorrect than correct. 	<ul style="list-style-type: none"> • The candidate copes mainly only with predictable language. • 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	2	<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 1 or 2 basic verbs, frequently “has” and “is”. • 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. 	<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 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 150 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]