



2015 French

Higher – Reading and Directed Writing

Finalised Marking Instructions

© Scottish Qualifications Authority 2015

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 SQA's NQ Assessment team.

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 NQ Assessment team 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.

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 i.e., marks should be awarded for what is correct and not deducted for errors or omissions.

GENERAL MARKING ADVICE: French Higher – Reading and Directed Writing

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

Marking Key

The comprehension questions are designed to find out whether the candidates have understood the main points of the passage, including where appropriate something of the author's purpose in writing the text.

In the marking schemes which follow, a bullet point designates information required for the award of 1 mark; a word or concept underlined must be evident within an answer before the mark can be awarded.

To assess an answer, tick each piece of information which constitutes a correct 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 marks 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.		<ul style="list-style-type: none"> One that you (would) (really) like / want to get up / wake up (in the morning) for 	1	A job you like / enjoy Wake up when you like	A job worth getting up for A job you enjoy getting up for
2.	(a)	<ul style="list-style-type: none"> It offers / gives you the opportunity / chance / occasion to travel It allows you to /You (can) share (the) life / lives of famous people /celebrities 	2	Occasionally / On occasion / Sometimes Travel on occasions Share <u>your</u> life with Share the life of people celebrating Photograph the life of..... Live a life like famous people	It allows you to / You get to travel Be part of / Take part / Participate in the life / lives.....

Question		Expected Answer(s)	Max Mark	Unacceptable	Acceptable
2.	(b)	<ul style="list-style-type: none"> • Chefs /They have become television stars / They are in programmes which are on (almost) <u>every day</u> • They have a lot of responsibility <u>and</u> (also) (a lot of) power / authority <u>in the kitchen</u> • Cooking is everywhere <u>and</u> everybody sees himself with a chef's hat on (his head) / as a chef / wants to be a chef <p>OR</p> <p>Everybody sees himself with a chef's hat on (his head) / as a chef concocting / creating (good little) dishes (in the kitchen)</p> <p style="text-align: right;">(Any 2 from 3)</p>	2	Strength	There are so many cooking programmes on T.V.
2.	(c)	<ul style="list-style-type: none"> • You <u>inform</u> the public / You <u>write</u> (articles) about events in <u>distant / faraway / remote</u> countries / locations / places • You have the possibility of interviewing / You get to interview people in / from all walks / domains / fields / spheres of life 	2	Events around the world Rural countries Different / Other countries <u>On / about</u> all domains.... Domains Areas of life Every input of life	People from different backgrounds

Question		Expected Answer(s)	Max Mark	Unacceptable	Acceptable
3.		<ul style="list-style-type: none"> To allow tourists to visit <u>wild</u> countryside(s) / landscape(s) / scenery (Where) (there are no roads / routes and consequently) there is <u>no other way / means</u> of seeing /visiting / getting to them / there 	2	Savage / Obscure / Remote / Unknown Wild countries / areas	<u>Untamed</u> countryside It's <u>the only way</u> to see / of seeing them
4.	(a)	<ul style="list-style-type: none"> You (have to) stay on an / the island for 6 months You (have to) look after / watch / mind the island <u>and</u> promote it / by means of / in / <u>on a blog/on the internet</u> 	2	Being successful in staying on the island Staying successfully on the island Guard / be security guard on the island To get a promotion through the blog To make special offers on the blog Failings / faults on the blog	To be caretaker for / of the island Talk/ Write about it on a blog Do / Write promotion for a blog
4.	(b)	<ul style="list-style-type: none"> (The idea of) the <u>total/ complete / absolute</u> freedom (attracted him) / (You have) <u>total / complete / absolute</u> freedom 	1	Freedom totally attracts him So much freedom	<u>Total / complete / absolute</u> liberty / independence "She / her"

Question		Expected Answer(s)	Max Mark	Unacceptable	Acceptable
5.	(a)	<ul style="list-style-type: none"> (It creates) a sort / form of <u>escape and</u> they (like to) think / dream of <u>a better / best life</u> They watch <u>reality</u> programmes / shows which make them / and they dream of / about <u>a spectacular / amazing life</u> 	2		an extraordinary life
5.	(b)	<ul style="list-style-type: none"> (They have) to find / take / finding / taking <u>any / whatever / no matter what</u> job to pay for <u>rent and food</u> 	1	find a job / an important / unimportant job / a job that doesn't matter to live	It doesn't matter what job

Question		Expected Answer(s)	Max Mark	Unacceptable	Acceptable
6.	(a)	<ul style="list-style-type: none"> It allows them to <u>postpone / delay / put off / put back</u> making a decision about their (future) career / job (until later) 	1	to help them think about / to rethink their future career	It gives them / They have more time to decide about their career
6.	(b)	<ul style="list-style-type: none"> They (work as) (a) <u>volunteer(s)</u> for a <u>charitable</u> association / organisation / <u>charity</u> <p>OR</p> <p>They go to / they work in (a) developing country / countries to build (a) school(s)</p> <ul style="list-style-type: none"> They travel (everywhere in / all over) <u>the world to / and</u> get to know / learn about / get acquainted with other cultures 	2	<p>in Africa</p> <p>To go on a cultural journey</p>	They build (a) school(s) in (a) developing / Third World / underdeveloped country / countries
6.	(c)	<ul style="list-style-type: none"> It provides them with the opportunity to be able to / They can / They reflect (a little) on the domain / sphere / field / area in which they want to specialise / work They (can) develop skills / abilities / <u>competences</u> which will be useful in their (future) career / job / work / profession 	2	<p>They reflect on what they want to do <u>domaine</u> (unless R.E.from 2(c))</p> <p>develop their competence / skill / ability in</p>	<p>They reflect on the job / career in which they want to <u>specialise</u></p> <p>which they might need</p>

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.

7. Translate into English:

« Mais aujourd’hui il y a eu . . . une autre carrière. » (lines 11–18)

Unit 1

TEXT	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
<p>Mais aujourd’hui il y a eu un grand changement dans les rêves des jeunes.</p> <p>Mais aujourd’hui</p> <p>il y a eu un grand changement</p> <p>dans les rêves des jeunes.</p>	<p>But today there has been a big change in the dreams of young people</p> <p>But / However / Yet today/nowadays</p> <p>there has been a / one big / great / huge / massive change</p> <p>in the dreams of young people / the young / youngsters./ In young people’s dreams.</p>	<p>Nevertheless</p> <p>there is / was large grand changes the change</p> <p>dream adolescents/ teenagers / children.</p>	<p>every day</p> <p>there will be it is</p> <p>the lives</p>

Unit 2

TEXT	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
<p>Tout le monde n'a pas la chance d'exercer le métier qu'on désire,</p> <p>Tout le monde</p> <p>n'a pas la chance</p> <p>d'exercer le métier</p> <p>qu'on désire,</p>	<p>Everyone isn't / Not everyone is lucky enough to do the job he/she/they desire(s)/want(s)</p> <p>Everyone / Everybody</p> <p>isn't lucky / fortunate enough / doesn't have the (good) luck / fortune</p> <p>to practise / carry out / do /pursue the occupation / profession / trade / job</p> <p>(that / which) he / she / they /one desire(s) / want(s) / wish(es) for.</p> <p>NB: to do their desired job. = 2 marks</p>	<p>doesn't have the <u>chance</u> / <u>opportunity</u> <u>wasn't</u> lucky enough / <u>didn't</u> have the (good) luck / fortune (any Future Tense – check for R.E.)</p> <p>to have / to get / to find / to fulfil / to exercise / to go into</p> <p>we / you desire / want / wish for,</p>	<p>No-one / Nobody / The whole world</p> <p>to exert / to train the subject</p>

Unit 3

TEXT	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
ni le métier qu'on voulait faire enfant	nor the job that he/she/they wanted to do as a child		
ni le métier	nor / or the occupation / profession / trade / job	neither	the subject (N.B. check for R.E.)
qu'on voulait faire	(that / which) he/ she / they / one used to want / (has / have / had) wanted to do	you / we (N.B. check for R.E.) want(s) would have liked to do Omission of "faire"	
enfant.	as / when a child / a kid / children OR when they were a child.	since they were a child. at a young age.	for their child / to be childish. Omission of "enfant"

Unit 4

TEXT	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
Pourtant cela n'empêche pas les Français	However that doesn't prevent the French OR However the French aren't prevented by that		
Pourtant	However / But / Yet / Nevertheless		
cela n'empêche pas	that / this doesn't prevent / stop / isn't preventing / stopping	<u>it</u> doesn't prevent / stop that <u>didn't</u> prevent / stop that will not / won't prevent / stop (N.B. Check for R.E. from <u>Unit 2</u>)	
les Français	the French (people)	Frenchmen	

Unit 5

TEXT	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
de continuer à rêver d'une autre carrière.	(from) continuing to dream of another career		
de continuer à rêver	(from) continuing to dream / carrying on dreaming	<u>to</u> continue to dream continuing <u>a /the / their</u> dream(s) <u>of</u> continuing	(from) dreaming (omission of "continuer")
d'une autre carrière.	of / about another / a different career.	other careers. <u>their</u> other career of another job..	

Higher Writing

Task: Directed Writing, addressing 6 bullet points.

- Assessment Process:
- 1 With reference to *Content, Accuracy and Language Resource*, assess the overall quality of the response and allocate it to a pegged mark.
 - 2 Check that all 6 bullet points have been addressed.
 - 3 Deduct 2 marks (i.e. single marks, not pegged ones) for each bullet point not addressed, up to a maximum of 2 bullet points. If 3 or more bullet points 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 dictionary misuse. 	<ul style="list-style-type: none"> • There may be less variety in the verbs used. • Most of the more complex sentences use co-ordinating conjunctions, and there may also be examples of subordinating conjunctions where appropriate. • In one bullet point the language may be more basic than might otherwise be expected at this level. • Overall the writing will be competent, mainly correct, but pedestrian.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Satisfactory	9	<ul style="list-style-type: none"> • The candidate uses mainly simple, more basic sentences. • The language is perhaps repetitive and uses a limited range of verbs and fixed phrases not appropriate to this level. • In some examples, one or two bullet points may be less fully addressed. • In some cases, the content may be similar to that of good or very good examples, but with some serious accuracy issues. 	<ul style="list-style-type: none"> • The verbs are generally correct, but basic. • Tenses may be inconsistent, with present tenses being used at times instead of past tenses. • There are quite a few errors in other parts of speech – personal pronouns, gender of nouns, adjective endings, cases, singular/plural confusion – and in the use of accents. • Some prepositions may be inaccurate or omitted, e.g. I went the town. • While the language may be reasonably accurate in three or four bullet points, in the remaining two, control of the language structure may deteriorate significantly. • Overall, there is more correct than incorrect and there is the impression overall that the candidate can handle tenses. 	<ul style="list-style-type: none"> • The candidate copes with the past tense of some verbs. • A limited range of verbs is used to address some of the bullet points. • Candidate relies on a limited range of vocabulary and structures. • When using the perfect tense, the past participle is incorrect or the auxiliary verb is omitted on occasion. • Sentences may be basic and mainly brief. • There is minimal use of adjectives, probably mainly after “is”, e.g. The boss was helpful. • The candidate has a weak knowledge of plurals. • There may be several spelling errors, e.g. reversal of vowel combinations.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Unsatisfactory	6	<ul style="list-style-type: none"> • In some cases the content may be basic. • In other cases there may be little difference in content between Satisfactory and Unsatisfactory. • The language is repetitive, with undue reliance on fixed phrases and a limited range of common basic verbs such as <i>to be, to have, to play, to watch</i>. • While the language used to address the more predictable bullet points may be accurate, serious errors occur when the candidate attempts to address the less predictable areas. • The Directed Writing may be presented as a single paragraph. 	<ul style="list-style-type: none"> • Ability to form tenses is inconsistent. • In the use of the perfect tense the auxiliary verb is omitted on a number of occasions. • There may be confusion between the singular and plural form of verbs. • There are errors in many other parts of speech – gender of nouns, cases, singular / plural confusion – and in spelling and, where appropriate, word order. • Several errors are serious, perhaps showing mother tongue interference. • There may be one sentence which is not intelligible to a sympathetic native speaker. • One area may be very weak. • Overall, there is more incorrect than correct. 	<ul style="list-style-type: none"> • The candidate copes mainly only with the predictable language required at the earlier bullet points. • The verbs “was” and “went” may also be used correctly. • There is inconsistency in the use of various expressions, especially verbs. • Sentences are more basic. • An English word may appear in the writing or a word may be omitted. • There may be an example of serious dictionary misuse.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Poor	3	<ul style="list-style-type: none"> The content and language may be very basic. However, in many cases the content may be little different from that expected at Unsatisfactory or even at Satisfactory. 	<ul style="list-style-type: none"> Many of the verbs are incorrect or even omitted. There are many errors in other parts of speech – personal pronouns, gender of nouns, adjective endings, cases, singular / plural confusion – and in spelling and word order. Prepositions are not used correctly. The language is probably inaccurate throughout the writing. Some sentences may not be understood by a sympathetic native speaker. 	<ul style="list-style-type: none"> The candidate cannot cope with more than one or two basic verbs, frequently “had” and “was”. The candidate displays almost no knowledge of past tenses of verbs. Verbs used more than once may be written differently on each occasion. The candidate has a very limited vocabulary. Several English or “made-up” words may appear in the writing. There are examples of serious dictionary misuse.
Very Poor	0	<ul style="list-style-type: none"> The content is very basic <p>OR</p> <ul style="list-style-type: none"> The candidate has not completed at least three of the core bullet points. 	<ul style="list-style-type: none"> (Virtually) nothing is correct. Most of the errors are serious. Very little is intelligible to a sympathetic native speaker. 	<ul style="list-style-type: none"> The candidate copes only with “have” and “am”. Very few words are correctly written in the foreign language. English words are used. There may be several examples of mother tongue interference. There may be several examples of serious dictionary misuse.

What if...?	
the candidate only addresses one part of one of the introductory, predictable bullet points?	In such a case the candidate is deemed to have not addressed the bullet points and a 2 mark penalty is made (ie 2 marks are deducted from the final mark awarded). This procedure applies at all categories.
some bullet points fit into one category but others are in the next, lower category?	<p>It is important to look carefully at which bullet points are better addressed.</p> <p>If the better sections include the more predictable bullet points, the marker is less likely to be generous than if the unpredictable bullet points are of a better quality. If there is a serious decline after the initial bullet points, a lower mark must be awarded.</p> <p>It is also important to consider the balance of the bullet points. Sometimes a candidate writes twice as much about the opening bullet points – or even bullet points which are not there – than for the four remaining bullet points. In such cases, the lower mark being considered should be awarded.</p>
the marker is having great difficulty in deciding whether the writing is good enough to pass or not quite good enough to pass?	It is essential to consider carefully the accuracy of the verbs overall. If more verbs are correct than wrong, then it is likely that the candidate deserves to pass, unless there are many other inaccuracies in the writing.
the Directed Writing, from the point of view of content, looks as if it belongs in a top category, but where accuracy is concerned, contains some possibly serious grammatical errors in more basic structures as a result of using relatively advanced structures combined with a less than confident knowledge of the more basic structures?	This is a case where the candidate is more adventurous, but less accurate. It is always important to assess what it is the candidate <u>can</u> do, and thus highlight the positive. However, in such cases, it is likely that the candidate will be awarded 9.

[END OF MARKING INSTRUCTIONS]



2015 French

Higher – Listening/Writing

Finalised Marking Instructions

© Scottish Qualifications Authority 2015

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 SQA's NQ Assessment team.

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 NQ Assessment team 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.

Part One: General Marking Principles for French Higher – Listening/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 i.e., marks should be awarded for what is correct and not deducted for errors or omissions.

GENERAL MARKING ADVICE: French Higher – Listening/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.

Part Two: Marking Instructions for each Question

Question		Expected Answer(s)	Max Mark	Unacceptable	Acceptable
1.		<ul style="list-style-type: none"> • <u>During the week / In the week / Weekdays /After doing her homework</u> she rests / relaxes in front of the television / watches television • <u>At the weekend</u> she loves doing / does <u>activities</u> in the <u>open</u> / <u>fresh air</u> / <u>outside</u> / <u>outdoors</u> / <u>outdoor activities</u>. 	2	<p>She does her homework <u>while</u> watching television</p> <p>She does lots of activities She likes to <u>go</u> outdoors</p>	<p>N.B. She relaxes in front of the television and does outdoor activities = 1 mark (no mention of times)</p>
2.		<ul style="list-style-type: none"> • You need (to find /strike) a <u>balance</u> between work / studying / school and leisure / hobbies / pastimes / social activities / fun / pleasure • You can't work / study <u>all the time</u> <p>OR</p> <p>(You need) to relax / unwind</p>	2	<p>exams (too specific) sport / reading (too specific)</p> <p>You <u>don't have to</u> work all the time</p>	<p>a work – life balance</p> <p>You need a break <u>from your work</u></p>

Question		Expected Answer(s)	Max Mark	Unacceptable	Acceptable
3.		<ul style="list-style-type: none"> • She has / had a lot of <u>work</u> because of / due to / for (important) <u>exams</u> • She is / was making (good) <u>progress</u> / <u>improvement</u> • She <u>must</u> / <u>has</u> / <u>needs to</u> concentrate / focus on her studies / computing / I.T. / I.C.T. • She has difficulties / problems in <u>understanding</u> computing <p>OR</p> <p>Her computing teacher goes / teaches / works (too) fast / quickly N.B. Computing may be omitted if previously referred to</p> <p style="text-align: right;">(Any 3 from 4)</p>	3	<p>She is studying / working hard (no mention of exams)</p> <p>She does well in her exams</p> <p>on / at <u>school</u> informatics / maths</p> <p>She has difficulty understanding <u>computers</u></p> <p>Her teacher <u>speaks</u> too quickly</p>	

Question		Expected Answer(s)	Max Mark	Unacceptable	Acceptable
4.		<ul style="list-style-type: none"> It allows / helps her / She likes to keep fit / in (good) shape / maintain fitness And (it allows her to / she gets to) <u>breathe</u> / <u>take in</u> fresh / clean air She goes out / gets out / spends time with (her) friend(s) <p style="text-align: right;">(Any 2 from 3)</p>	2	Maintain her shape / figure / form It's good for her health She can breathe clearly friends and family She makes / chats / catches up / has fun with friends	N.B. She likes to keep fit /breathing the fresh air with her friends = 2 marks
5.	(a)	<ul style="list-style-type: none"> (In the mountains) the weather / it can change (very) <u>quickly</u> / <u>fast</u> / <u>suddenly</u> 	1	The temperature can change quickly The weather is very changeable / variable	
5.	(b)	<ul style="list-style-type: none"> You can <u>set off</u> / <u>out</u> / <u>leave</u> / <u>start</u> in (bright) sunshine / It can be sunny when you <u>set out</u> / <u>start</u> <u>An hour later</u> you find yourself / can be in (the middle of) a storm / it can be / is stormy 	2	It's <u>too</u> sunny You set off in clear skies Later on / shortly afterwards Rain(y) / Snow(y)	N.B. If candidates get the weather correct, eg It can be sunny and then stormy – award 1 mark

Question		Expected Answer(s)	Max Mark	Unacceptable	Acceptable
6.	(a)	<ul style="list-style-type: none"> Her friend /She broke her leg 	1	She broke her legs hurt her leg arm / ankle / knee She fell	He broke his leg
6.	(b)	<ul style="list-style-type: none"> She (decided to) <u>continue(d)</u> / <u>keep</u> / <u>kept (on)</u> walking / going in (thick) <u>fog</u> / <u>mist</u> / when / even although it was <u>foggy</u> / <u>misty</u> 	1	in a blizzard / bad weather / storm / when it was cloudy / dark	
7.		<ul style="list-style-type: none"> There are <u>too many people</u> (on slopes) / The slopes / runs / tracks / pistes are / It is <u>too</u> busy <u>at the weekend</u> (As it is very expensive) She has to /doesn't like to ask her parents for money 	2	A lot of people <u>She</u> is too busy It's <u>very</u> busy at the weekend She doesn't get lots of money / pocket money from her parents <u>Demand</u> / <u>borrow</u> money	It's <u>too</u> crowded at the weekend She can't ask her parents for money all the time It's a lot of money to ask of(f) her parents

Question		Expected Answer(s)	Max Mark	Unacceptable	Acceptable
8.		<ul style="list-style-type: none"> (A job as) secretary in her father's / dad's company / firm / business / enterprise 	1	Secretary for her father / in her father's office /in a / the business where her dad works To save up / get money for a holiday	
9.		<ul style="list-style-type: none"> <u>Nepal's / Its / The</u> culture <u>interests / fascinates</u> her (a lot) / is (very) <u>interesting / fascinating</u> (to / for her) (She wants to see / They have / There are / is / Because of) the <u>highest / biggest / tallest</u> mountain(s) / summit(s) / peak(s) <u>in the world</u> (She wants to see / They have / It has / Because of) the spectacular / amazing / breathtaking scenery / landscape(s) / countryside 	3	Nepal / It is a country full of culture She wants to know about the culture It has a different culture She likes the culture a lot (It is a) spectacular <u>country</u> the spectacular / great views The beautiful / lovely scenery	She is (very) <u>interested</u> in Nepal's / the country's / its culture

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 dictionary misuse. 	<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 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 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]