



National  
Qualifications  
2015

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**2015 French**

**New Higher Reading**

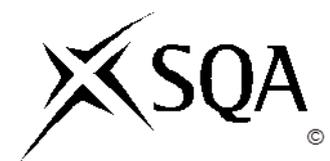
**Finalised Marking Instructions**

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## General Marking Principles for Higher French Reading

*This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the detailed marking instructions, which identify the key features required in candidate responses.*

- (a) Marks for each candidate response must always be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) 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.
- (d) Award a mark to each answer. Marks are not transferable between questions.
- (e) The marks available in this Paper are as follows:
  - (i) Questions 1-5 require candidates to provide answers based on comprehension of information from the text. The marks available for each question range between 1-3 marks.
  - (ii) Question 6 is the overall purpose question. For this question candidates must draw meaning from their overall understanding of the text. There is a maximum of two marks available for reference to the text and detailed comment. 1 mark is given for reference to the text and basic comment. 0 marks will be given where candidates show little or no understanding of the overall purpose of the text.
  - (iii) Question 7 is the translation. For this question candidates must translate the underlined section of the text. The section for translation will be divided into five sense units. For each sense unit, 2, 1 or 0 marks will be awarded: 2 marks for a full translation, 1 for partial translation, and 0 for an unsuccessful attempt.
- (f) For questions that ask candidates to ‘state...’ or ‘give’, candidates must give a brief, accurate response/name.
- (g) We use the term – or any other acceptable answer – to allow for the possible variation in candidate responses. Credit should be given according to the accuracy and relevance of candidate’s answers. Candidates may be awarded marks where the answer is accurate but expressed in their own words.

Detailed Marking Instructions for each Question - Reading

Question		Expected Response(s)	Max Mark	unacceptable
1.	(a)	<ul style="list-style-type: none"> <li>An object of prestige <u>and</u> social status/standing/status symbol</li> <li>Something (which they use) to define their personality</li> </ul> <p><b>NB: accept any rendition of defining personality</b></p>	2	<p>A precious/prestigious object/object of wealth/class</p> <p>A social stature</p>
	(b)	<ul style="list-style-type: none"> <li><u>1 in 20</u> develop/show symptoms of addiction/dependency</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>Some people take/use it <u>into/under the shower</u></li> </ul> <p><b>(Any 1 from 2)</b></p>	1	<p>1 in 20 are addicted</p> <p>They wash with their phone</p>
	(c)	<ul style="list-style-type: none"> <li>They do not get enough sleep/they don't sleep as/so much/they can lose quite a bit of sleep</li> </ul> <p><b>NB Idea of quantity wanted, not quality</b></p> <ul style="list-style-type: none"> <li>Their school results/grades are not as/less good/suffer/school results get worse/worsen/it lowers their school results</li> <li>Relationships with parents are (often) strained/tense/stressful</li> <li>They spend/devote a large/big/good part/bit of their time/life on/to/with their phone/it</li> </ul> <p><b>NB idea of spending time is necessary</b></p> <p><b>(Any 2 from 4)</b></p>	2	<p>They don't quite sleep/don't sleep as well</p> <p>Bad school results</p> <p>Relationships are delicate/become worse/are damaged issues with parents</p> <p>Phones <u>are</u> a big part of their life</p>

Question		Expected Response(s)	Max Mark	Unacceptable
2.		<ul style="list-style-type: none"> <li>Some feel naked/bare/nude without it</li> <li>Some say they don't know how to/can't live/be/exist without it</li> <li>Some are <u>ashamed/embarrassed</u> if (the/their) phone/device/machine/handset has become/is (too) old/dated/old-fashioned</li> </ul> <p>Ignore "addicts"/they</p> <p><b>(Any 2 from 3)</b></p>	2	<p>They can't go anywhere without their phone</p> <p>They don't know life without phone (never lived without...)</p> <p>They are afraid/fear their phone is too old</p> <p>The phone is not cool enough</p> <p>Appliance</p>
3.	(a)	<ul style="list-style-type: none"> <li>They sleep/have/keep (with) their phone (switched on) under/on/by their <u>pillow</u></li> <li>They put their phone <u>on the bedside table/unit/cabinet</u> (so that it's just beside their bed/so that they can be contacted at any moment)</li> </ul>	2	<p>Under their ear(s)/eyes/bedcover</p> <p>At the table/meal times</p> <p>Table etc. on its own (with no mention of bedside)</p>
	(b)	<ul style="list-style-type: none"> <li>He uses it every day (without exception)</li> <li>He goes to bed/falls asleep/sleeps with <u>and</u> gets/wakes up with it</li> <li>He (has to/must) consult(s)/look(s) at/check(s) texts/emails/phone <u>all the time/constantly/always</u></li> <li>He could not cope/manage/last/go/survive/be (for 30 minutes) without his phone</li> </ul> <p><b>(Any 3 from 4)</b></p>	3	<p>They lie down</p> <p>Send ...</p> <p>It is a struggle/difficult to ...</p> <p>He cannot go anywhere without it</p>

Question		Expected Response(s)	Max Mark	Unacceptable
4.		<ul style="list-style-type: none"> <li>Can communicate with several/a lot of/lots of many/more people/more than one person <u>at the same time/at once</u></li> </ul> <p><b>NB idea of several people at one time</b></p> <ul style="list-style-type: none"> <li>They have become/are <u>more private than</u> phone call(s)</li> <li>They can (even) send (a) text(s)/text <u>in the cinema</u> (discreetly)</li> </ul>	3	<p>With more people than ever At any time/permanently</p> <p>More private (on its own) Idea of talking negates point (eg, they text and talk at the cinema) Text in the <u>same</u> cinema</p>
5.	(a)	<ul style="list-style-type: none"> <li>Text messaging/it is destroying young people's ability/capacity to express themselves <u>when they write/in writing/Young people cannot express themselves when they write/in writing</u></li> </ul> <p><b>OR</b></p> <p>Pupils (have a tendency to) neglect/pay less attention to their grammar</p> <ul style="list-style-type: none"> <li>it is reflected/seen/shows (a lot) in their studies/work</li> </ul>	2	<p>To experiment Ability to write on its own</p> <p>They ignore their grammar</p> <p>It affects their studies</p>
	(b)	<ul style="list-style-type: none"> <li>He sends <u>about/more than/over/nearly a hundred texts a day</u></li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>He can text while doing something else (at the same time)</li> </ul> <p><b>(Any 1 from 2)</b></p>	1	Hundreds of/one hundred

Question		Expected Response(s)	Max Mark	Unacceptable
6.		<p><b>Possible answers:</b></p> <p>Negative:</p> <ul style="list-style-type: none"> <li>• Can't live without mobile phones (in shower/under pillow/texting in cinema)</li> <li>• Adverse effect on school work and results</li> <li>• Affects their sleep</li> <li>• Relationships with parents</li> </ul> <p>Positive:</p> <ul style="list-style-type: none"> <li>• Useful in school and work</li> <li>• Communicates with lots of people at the same time</li> </ul> <p>Neutral:</p> <p>With back up</p>	2	Quoting just in French is not acceptable
			(20)	

Question	Expected Answer(s)	Max Mark	Unacceptable Answers
7.	<p>Translation</p> <p>La plupart des ados considèrent leur portable comme leur meilleur ami.</p> <p><b>Most teenagers consider their mobile phone to be their best friend</b></p> <p>Les portables sont souvent équipés de fonctions ultra-performantes.</p> <p><b>Phones are often equipped with high performing functions/features</b></p> <p>Ils permettent aux jeunes non seulement d'envoyer des textos,</p> <p><b>They allow young people not only to send texts/to not only send texts</b></p> <p>mais aussi de télécharger de la musique achetée en ligne</p> <p><b>but (also) (to) download music bought/purchased on-line/on the internet</b></p> <p>et, dans une moindre mesure de jouer à des jeux préinstallés</p> <p><b>and, to a lesser extent, to play preloaded/preinstalled games</b></p>	10	<p>The translation into English is allocated 10 marks. The text for translation will be divided into a number of sense units. Each sense unit is worth 2 marks, which will be awarded according to the quality and accuracy of the translation into English. In assessing the candidate's performance, the descriptions detailed below will be used. Each sense unit will be awarded one of the marks shown.</p> <p><b>2 - Good:</b> Essential information and relevant details are understood and conveyed clearly and accurately, with appropriate use of English</p> <p><b>1 - Satisfactory:</b> Essential information is understood and conveyed clearly and comprehensibly, although some of the details may be translated in an imprecise or inaccurate manner. The key message is conveyed in spite of inaccuracies and weaknesses in the use of English</p> <p><b>0 - Unsatisfactory:</b> The candidate fails to demonstrate sufficient understanding of the essential information.</p>

2 points	1 point	0 points
<p>La plupart The majority of/most</p> <p>des ados teenagers/teens/young people/ adolescents</p> <p>considèrent leur portable consider/think of/regard their mobile(s)/ phone(s)</p> <p>comme leur meilleur ami. to be (like)/as their best friend</p>	<p>a lot of/many</p> <p>kids</p> <p>are considering/(have) considered/treat</p> <p>a best/better friend</p>	<p>Omission of la plupart A lot of the time Addicts/adolescence</p> <p>Will consider</p>
<p>Les portables sont (the/their) mobiles are</p> <p>souvent équipés de often equipped/fitted/come with</p> <p>fonctions ultra-performantes. ultra/high/highly performing functions ultra/highly - efficient functions</p>	<p>Portable devices</p> <p>omission of souvent/always</p> <p>amazing/amazingly performing ultra/high/amazing performance function (singular) ultra high advanced (performing) functions</p>	<p>Teamed/have Omission of equipped</p> <p>Functioning/apps Omission of “ultra-performantes” Super functioning performances Functions of high performance</p>

2 points	1 point	0 points
<p>Ils permettent They permit/let</p> <p>aux jeunes Youngsters/young folk(s)</p> <p>non seulement Not only</p> <p>d'envoyer des textos, To text/ to send text messages</p>	<p>This/it allows</p> <p>The youth(s)/young/kids/teenagers</p> <p>Omission of "to" in front of send</p>	<p>alone/lonely omission of non seulement</p>
<p>mais aussi de but also to</p> <p>télécharger de la musique download the music</p> <p>achetée en ligne that they buy/have bought/(have) purchase(d) online</p>	<p>and also to</p> <p>the music</p> <p>bought music</p>	<p>Song(s)</p> <p>to purchase on line (as a separate Idea)</p> <p>Omission of "bought"</p>

2 points	1 point	0 points
<p>et, and</p> <p>dans une moindre mesure on a lesser/smaller scale</p> <p>de jouer (to) play</p> <p>à des jeux préinstallés already loaded/installed</p>	<p>Omission of “and”</p> <p>in a ... in/on a lower scale in a lesser level</p> <p>installed on its own that come with the phone</p>	<p>In/at the slightest/at a lesser/lower/limited measure/amount/time in a less popular time</p> <p>they have installed</p>

[END OF MARKING INSTRUCTIONS]



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# 2015 French

## New Higher Directed Writing

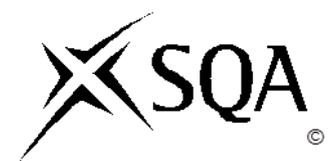
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## General Marking Principles for Higher French Directed Writing

*This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this paper. These principles must be read in conjunction with the detailed marking instructions, which identify the key features required in candidate responses.*

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

The table below gives further guidance to markers, if:

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

## Detailed Marking Instructions - Directed Writing

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

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

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

Mark	Content	Accuracy	Language resource: variety, range, structures
4	<ul style="list-style-type: none"> <li>• The content may be limited and the Directed Writing may be presented as a single paragraph</li> <li>• Bullet points may be addressed in a limited way.</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• <b>Two</b> of the bullet points are not addressed</li> </ul>	<ul style="list-style-type: none"> <li>• The language is mainly inaccurate and after the first bullet the control of the language structure may deteriorate significantly.</li> <li>• A limited range of verbs is used</li> <li>• Ability to form tenses is inconsistent</li> <li>• In the use of the perfect tense the auxiliary verb is omitted on a number of occasions</li> <li>• There may be confusion between the singular and plural form of verbs</li> <li>• There are errors in many other parts of speech - gender of nouns, cases, singular/plural confusion - and in spelling and, where appropriate, word order</li> <li>• Several errors are serious, perhaps showing mother tongue interference</li> </ul>	<ul style="list-style-type: none"> <li>• There is limited use of detailed and complex language</li> <li>• The language is repetitive, with undue reliance on fixed phrases and a limited range of common basic verbs such as to be, to have, to play, to watch</li> <li>• The candidate mainly copes only with simple language</li> <li>• The verbs “was” and “went” may also be used correctly</li> <li>• Sentences are basic and there may be one sentence that is not intelligible to a sympathetic native speaker</li> <li>• An English word may appear in the writing or a word may be omitted</li> <li>• There may be an example of serious dictionary misuse</li> </ul>

Mark	Content	Accuracy	Language resource: variety, range, structures
2	<ul style="list-style-type: none"> <li>• The content may be basic or similar to that of a 4 or even a 6</li> <li>• Bullet points are addressed with difficulty.</li> </ul>	<ul style="list-style-type: none"> <li>• The language is inaccurate in all four bullets and there is little control of language structure</li> <li>• Many of the verbs are incorrect or even omitted. There is little evidence of tense control</li> <li>• There are many errors in other parts of speech – personal pronouns, gender of nouns, cases, singular/plural confusion, prepositions, for instance</li> </ul>	<ul style="list-style-type: none"> <li>• There is little use, if any, of detailed and complex language</li> <li>• Verbs used more than once may be written differently on each occasion</li> <li>• The candidate displays almost no knowledge of the past tense of verbs</li> <li>• The candidate cannot cope with more than one or two basic verbs</li> <li>• Sentences are very short and some sentences may not be understood by a sympathetic native speaker</li> </ul>

Mark	Content	Accuracy	Language resource: variety, range, structures
0	<ul style="list-style-type: none"> <li>• The content is very basic.</li> <li>• The candidate is unable to address the bullet points</li> </ul> <p style="text-align: center;">or</p> <ul style="list-style-type: none"> <li>• <b>Three</b> or more of the bullet points are not addressed</li> </ul>	<ul style="list-style-type: none"> <li>• The language is seriously inaccurate in all four bullets and there is almost no control of language structure</li> <li>• Most errors are serious</li> <li>• Virtually nothing is correct</li> <li>• Very little is intelligible to a sympathetic native speaker</li> </ul>	<ul style="list-style-type: none"> <li>• There is no evidence of detailed and complex language</li> <li>• The candidate may only cope with the verbs to have and to be</li> <li>• There may be several examples of mother tongue interference.</li> <li>• English words are used</li> <li>• Very few words are written correctly in the modern language.</li> <li>• There may be several examples of serious dictionary misuse</li> </ul>

**[END OF MARKING INSTRUCTIONS]**



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# 2015 French

## New Higher Listening and Writing

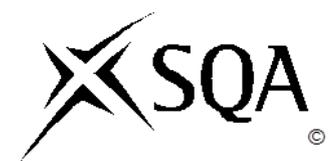
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## General Marking Principles for Higher French Listening

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- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) 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.
- (d) Award a mark to each answer. Marks are not transferable between questions and the answers for each question must come from the Item.
- (e) The marks available in this Paper are as follows:
  - (i) Questions (a) - (e) from Item 1 and all questions from Item 2 require candidates to provide answers based on comprehension of information from the passage. The marks available for each question range between 1-2 marks.
  - (ii) Question (f) from Item 1 is the overall purpose question worth 1 mark. This is always a supported question. In this paper the question is presented in the form of a grid. Where a candidate ticks two or more boxes award zero marks.
- (f) For questions that ask candidates to “state...” or “give”, candidates must give a brief, accurate response/name.
- (g) The Marking Instructions indicate the essential idea that a candidate should provide for each answer. We use the term – or any other acceptable answer – to allow for the possible variation in candidate responses. Credit should be given according to the accuracy and relevance of candidate’s answers. Candidates may be awarded marks where the answer is accurate but expressed in their own words.
- (h) The utmost care must be taken when entering and totalling marks. Where appropriate, all summations for totals must be carefully checked and confirmed.

## Detailed Marking Instructions for each Question - Listening

### Item 1

Question		Expected Answer (s)	Max Mark	Unacceptable answers
	(a)	(i) <ul style="list-style-type: none"> <li>Encourages you to take (more) responsibility/gives you (more) responsibility/gives a sense of responsibility/you learn more responsibility/teaches you responsibility.</li> </ul>	1	Responsibility (on its own)
		(ii) <ul style="list-style-type: none"> <li>Film <u>dialogues/conversations</u></li> <li>Download <u>language/linguistic</u> games /activities</li> <li>Exchanging emails with/send emails to penpal(s) <u>abroad/foreign</u> correspondent(s)/penpal(s) <u>in other countries</u>/talk to correspondent(s) <u>abroad</u> via email</li> </ul> <p><b><i>NB Must mention idea of exchanging emails and abroad</i></b>  <b>(Any 2 from 3)</b></p>	2	Apps  To practise writing Send email in foreign languages
	(b)	<ul style="list-style-type: none"> <li>It encourages them to <u>work as a team</u></li> <li>It is good for pupils who are competitive/like to win/competitive pupils benefit from this</li> </ul>	2	Pupils work as groups/any mention of equipment  (All) pupils are competitive to win Makes pupils competitive Competitions/online competitions
	(c)	<ul style="list-style-type: none"> <li>They live in the <u>North East of France</u></li> <li>The journey/voyage/trip was not (too) long/was short <b>and</b> not (too) expensive/was cheap <b>(Need both parts for one point)</b></li> </ul>	2	North West/North/East etc.  The flight was too expensive Any other specific means of transport is not accepted

Question		Expected Answer (s)	Max Mark	Unacceptable answers
	(d)	<ul style="list-style-type: none"> <li>Valérie is positive about the use of technology in language classes. (middle box)</li> </ul>	1	
			(8)	

## Item 2

Question		Expected Answer (s)	Max Mark	Unacceptable answers	
	(a)	<ul style="list-style-type: none"> <li>(Lots of) <u>Italian speaking pupils/students</u> in her school</li> </ul>	1	People/parents/they (all) speak Italian	
	(b)	<ul style="list-style-type: none"> <li>It is (very) easy to go to Italy or visit Italy</li> <li>Nearest Italian town <u>50 kilometres</u> away</li> <li>Opportunity to <u>improve language</u> by chatting/talking (to people) in <u>cafés/markets</u></li> </ul> <p>(Any 2 from 3)</p>	2	Miles/50km from Italian border/centre of Italy They practise by talking in cafés	
	(c)	(i)	<ul style="list-style-type: none"> <li>In her <u>third</u> year of <u>university</u></li> </ul>	1	After 3 years at university/at the end of 2 <sup>nd</sup> year College
		(ii)	<ul style="list-style-type: none"> <li>(Earn/gain) money</li> </ul>	1	Managing money
	(d)	<ul style="list-style-type: none"> <li>Contact companies/a company (during the second year at university)</li> <li>Some teachers/professors (at university) have a list of companies (which take students)</li> <li>Organise/sort transport <u>and</u> accommodation/places to stay/places to live</li> <li><u>Research</u> on the internet</li> </ul> <p>(Any 3 from 4)</p>	3	Ask teachers/professors to contact companies	

Question		Expected Answer (s)	Max Mark	Unacceptable answers
	(e)	<ul style="list-style-type: none"> <li>• (Going to) work/find a job as soon as possible</li> <li>• Find an interesting job/work/job she is interested in</li> <li>• Use her language in (the world of) <u>business/commerce/trade</u></li> </ul> <p>NB Find an interesting job as soon as possible = 2 marks</p> <p><b>(Any 2 from 3)</b></p>	<b>2</b>	<p>She is not exactly sure what she wants to do</p> <p>Find a job she likes</p>
	(f)	<ul style="list-style-type: none"> <li>• Broaden/widen/enlarge/expand your horizons</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• Essential/useful/indispensable in (the world of) business/trade <u>and</u> tourism/ in the business <u>and</u> tourist industries</li> </ul> <p><b>(Any 1 from 2)</b></p>	<b>1</b>	
	(g)	<ul style="list-style-type: none"> <li>• Take part in/contribute to conferences/meetings</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• Use your language skills to travel (the world)</li> </ul> <p><b>(Any 1 from 2)</b></p>	<b>1</b>	<p>Debates/lectures</p> <p>Speak in a conference</p> <p>Contributes to your confidence</p> <p>Assist on its own is incorrect however assist and contribute is acceptable</p>

## General Marking Principles for Higher French Writing

*This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the detailed marking instructions, which identify the key features required in candidate responses.*

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

The table below gives further guidance to markers. If:

<p>the candidate exceeds the recommended word count</p>	<p>This in itself need not be important, although it is important to be clear that it is possible to attain top marks, if the writing does not exceed 120 words. It is important to assess what has been written - sometimes by exceeding the word count the candidate's control of the language deteriorates and this has to be reflected in the mark awarded.</p>
<p>the candidate has been asked to address a topic with two aspects but only addresses one of these</p>	<p>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.</p>
<p>some parts of the writing fit into one category but others are in the next, lower category</p>	<p>If the better sections contain more sophisticated language, it may still be appropriate to choose the higher mark. However, if the better sections contain relatively basic constructions and attempts to use more sophisticated language are unsuccessful, then it is most likely that the writing is at the 6/4 interface and the Marking Instructions should be used to help the marker come to a final decision.</p>
<p>the marker is having great difficulty in deciding whether the writing is good enough to pass or not quite good enough to pass</p>	<p>It is essential to consider carefully the accuracy of the verbs overall. If more verbs are correct than wrong, then it is likely that the candidate deserves to pass, unless there are many other inaccuracies in the writing.</p>

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

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

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

Mark	Content	Accuracy	Language Resource: variety, range, structures
4	<ul style="list-style-type: none"> <li>The content may be limited and may be presented as a single paragraph.</li> <li>The topic is addressed in a limited way.</li> </ul>	<ul style="list-style-type: none"> <li>The language used to address the more predictable aspects of the task may be accurate. However, major errors occur when the candidate attempts to address a less predictable aspect.</li> <li>A limited range of verbs is used.</li> <li>Ability to form tenses is inconsistent.</li> <li>In the use of the perfect tense the auxiliary verb is omitted on a number of occasions.</li> <li>There may be confusion between the singular and plural form of verbs.</li> <li>There are errors in many other parts of speech - gender of nouns, cases, singular/plural confusion - and in spelling and, where appropriate, word order.</li> <li>Several errors are serious, perhaps showing mother tongue interference.</li> <li>Overall there is more incorrect than correct.</li> </ul>	<ul style="list-style-type: none"> <li>There is limited use of detailed and complex language and the language is mainly simple and predictable.</li> <li>The language is repetitive, with undue reliance on fixed phrases and a limited range of common basic verbs such as to be, to have, to play, to watch.</li> <li>There is inconsistency in the use of various expressions, especially verbs.</li> <li>Sentences are basic and there may be one sentence that is not intelligible to a sympathetic native speaker.</li> <li>An English word may appear in the writing or a word may be omitted.</li> <li>There may be an example of serious dictionary misuse.</li> </ul>

Mark	Content	Accuracy	Language Resource: variety, range, structures
2	<ul style="list-style-type: none"> <li>• The content may be basic or similar to that of a 4 or even a 6.</li> <li>• The topic is thinly addressed.</li> </ul>	<ul style="list-style-type: none"> <li>• The language is almost completely inaccurate throughout the writing and there is little control of language structure.</li> <li>• Many of the verbs are incorrect or even omitted. There is little evidence of tense control.</li> <li>• There are many errors in other parts of speech – personal pronouns, gender of nouns, cases, singular/plural confusion.</li> <li>• Prepositions are not used correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• There is little use, if any, of detailed and complex language.</li> <li>• The candidate has a very limited vocabulary.</li> <li>• Verbs used more than once may be written differently on each occasion.</li> <li>• The candidate cannot cope with more than one or two basic verbs.</li> <li>• Sentences are very short and some sentences may not be understood by a sympathetic native speaker.</li> <li>• Several English or “made-up” words may appear in the writing.</li> <li>• There are examples of serious dictionary misuse.</li> </ul>

Mark	Content	Accuracy	Language Resource: variety, range, structures
0	<ul style="list-style-type: none"> <li>• The content is very basic.</li> <li>• The candidate is unable to address the topic.</li> </ul>	<ul style="list-style-type: none"> <li>• The language is seriously inaccurate throughout the writing and there is almost no control of language structure.</li> <li>• (Virtually) nothing is correct.</li> <li>• Most of the errors are serious.</li> <li>• Very little is intelligible to a sympathetic native speaker.</li> </ul>	<ul style="list-style-type: none"> <li>• There is no evidence of detailed and complex language.</li> <li>• The candidate copes only with “have” and “am”.</li> <li>• There may be several examples of mother tongue interference.</li> <li>• Very few words are written correctly in the modern language.</li> <li>• English words are used.</li> <li>• There may be several examples of serious dictionary misuse.</li> </ul>

[END OF MARKING INSTRUCTIONS]