



National
Qualifications
2016

2016 French Reading

Higher

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) The first set of questions (worth 18 marks in total) requires candidates to provide answers based on comprehension of information from the text. The marks available for each question generally range between 1-3 marks.
 - (ii) The penultimate question is the overall purpose question. For this question candidates must draw meaning from their overall understanding of the text. There is a maximum of 2 marks available for reference to the text and detailed comment. Pegged Marks (2/1/0) and associated commentary are available with further guidance in the appropriate section of the Marking Instructions for Reading which forms part of this document.
 - (iii) The last question 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.

Question		Expected Response(s)	Max Mark	Unacceptable Answer
1.		<ul style="list-style-type: none"> • She grew up far from New York/in (the state of) Kentucky • She did sport(s) with her (older) brother(s), <u>while being a cheerleader/majorette</u> • She has never/not taken drama/acting/theatre class(es)/lesson(s)/course(s) • Neither of her parents/her parents don't work in (the) (world of) cinema/film industry <p>NB: Ignore tenses</p> <p>(Any 3 from 4)</p>	3	<p>She did not/does not live in New York She is from/lives in Kentucky She was academically successful in school</p> <p>theatre school</p> <p>in a cinema</p>
2.	(a)	<ul style="list-style-type: none"> • (Almost) <u>every/each week</u>, dozens/lots of new films with teenage/young lead actors/heroes/main characters/protagonists are released/come out/appear (in the cinema/in cinema) 	1	<p>This week/every year/regularly/often A dozen/twelve Shown/displayed/are in the cinema</p>
	(b)	<ul style="list-style-type: none"> • The (lead) actor(s)/(main) character(s)/protagonist(s)/(typical) hero(es)/they/he/she is/are becoming <u>younger and younger/more and more young</u> 	1	<p>The cast is becoming younger and younger Equally young/just as young Less and less young</p>
	(c)	<ul style="list-style-type: none"> • It attracts a (new) <u>young</u> audience/an audience of youth/group(s) of <u>young</u> people/customers/clients/clientele <p>or</p> <ul style="list-style-type: none"> • It attracts people who are equally young/of a similar age (to the main characters)/who are also teenagers/cinema goers are becoming younger also 	1	<p><u>A</u> new customer who was equally young</p> <p>More young people have been going to the cinema to watch films</p>

Question			Expected Response(s)	Max Mark	Unacceptable Answer
3.	(a)		<ul style="list-style-type: none"> • He/she/it doesn't/they don't respect/follow/disrespect(s) any/the/all of the rules (any more) 	1	They have (very) little respect for (the) rules They disrespect <u>most</u> of the rules laws/rules of conduct
	(b)	(i)	<ul style="list-style-type: none"> • Incapable of giving/setting/making/establishing/putting limits/boundaries/parameters/rules • Not able to/can't give/set/make/establish/put limits/boundaries/parameters/rules • (Often) abandon/give up their role/duty/duties (as parents) 	2	They don't have limits neglect
		(ii)	<ul style="list-style-type: none"> • The teenagers/children/kids/they are (often) (left) <u>alone/by themselves at home/in the house/home alone</u> 	1	They are kept on a leash/lead

Question		Expected Response(s)	Max Mark	Unacceptable Answer
4.	(a)	<ul style="list-style-type: none"> Teenagers do not know how to/can't/are unable to communicate with/speak/talk to peers/classmates/friends <u>and/or</u> adults/grown-ups (around them) They spend/pass <u>all</u> (of) their/the time in front of/on/behind their computer (screen)/laptop 	2	<p>They don't/can't seem to speak/talk to/communicate with comrades</p> <p>a lot of time tablet/device/iPad/or any other specific mobile/electronic device screen on its own</p>
	(b)	<ul style="list-style-type: none"> They are/he/she is shown as immature/angry/bad tempered/moody <p>or</p> <ul style="list-style-type: none"> It shows/they show their immaturity/anger/bad temper 	1	<p>childishness in a bad mood/humour(ed) a bad sense of humour</p>
	(c)	<ul style="list-style-type: none"> (Films that feature/show/films with) <u>groups/gangs/crowds/hordes/a lot of</u> young people/teenagers/friends/pals/mates/buddies (together) <p style="text-align: center;">+ one of the following:</p> <ul style="list-style-type: none"> who are (sometimes) cheeky/insolent/impudent who muck about/get up to mischief/do silly/stupid things/being silly/stupid who help <u>one another/each other</u> try to solve <u>their/each other's</u> problems <p>NB: Idea of groups + one additional detail = 2 marks</p>	2	<p>band(s)</p> <p>friends need help friends who help solve problems</p>

Question			Expected Response(s)	Max Mark	Unacceptable Answer
5.	(a)		<ul style="list-style-type: none"> The <u>daily/everyday</u> life (of young people) or <ul style="list-style-type: none"> Difficult/trying relationship(s)/relations/difficulty(ies) (getting along) with parents/difficultly(ies) between teens and parents (Any 1 from 2)	1	The life/the daily routine (of young people)
	(b)	(i)	<ul style="list-style-type: none"> Denouncing/condemning/arguing against/opposing/fighting (against)/showing/portraying/exposing/talking about/reporting on/highlighting war/poverty/inequality NB: Need verb + one detail	1	Young people facing/giving up/stopping war/poverty/inequality
		(ii)	<ul style="list-style-type: none"> They/one/you/we/children/people/teenagers grow up <u>too fast/quickly/soon/early</u> They/one/you/we/children/people become adult without (ever) experiencing adolescence/being a teenager/teen (Any 1 from 2)	1	<u>Infants</u> grow up too fast They get big too quickly (any implication of physical growth)

Question	Expected Response(s)	Max Mark	Additional Guidance								
6.	<p>Assertion + justification <u>in English</u> = 2 marks</p> <p>Outline of possible response and evidence</p> <p>Young people are shown negatively/in a bad/pessimistic light/as troubled/as problematic/as stereotypes/as clichés</p> <ul style="list-style-type: none"> • image of teenager who cannot communicate • who spend all their time in front of a computer • rebellious/disrespect rules • product of poor parenting • isolated/unhappy/alone • any other negative detail from the text <p>Young people are shown positively/in a good/optimistic light/as kind/as helpful</p> <ul style="list-style-type: none"> • groups of friends who help each other solving their problems • interested in world issues/war/poverty/inequality • any other positive detail from the text <p>Young people are shown in both a positive and negative/neutral light</p> <ul style="list-style-type: none"> • any one positive detail <u>and</u> any one negative detail from above 	2	<p>A mark of 2, 1 or 0 will be awarded for this question. Markers should follow this advice:</p> <table border="1" data-bbox="1294 209 2042 660"> <thead> <tr> <th data-bbox="1294 209 1429 244">Marks</th> <th data-bbox="1429 209 2042 244">Commentary</th> </tr> </thead> <tbody> <tr> <td data-bbox="1294 244 1429 416">2</td> <td data-bbox="1429 244 2042 416">The candidate provides a clear answer, with justification that shows an accurate reading of the text. The answer clearly relates to the advice given in the “expected response” column.</td> </tr> <tr> <td data-bbox="1294 416 1429 523">1</td> <td data-bbox="1429 416 2042 523">The candidate provides an answer that may contain some degree of misreading, but that offers evidence of some justification.</td> </tr> <tr> <td data-bbox="1294 523 1429 660">0</td> <td data-bbox="1429 523 2042 660">The candidate’s answer provides information to be found in the text by simply re-stating answers to previous questions.</td> </tr> </tbody> </table>	Marks	Commentary	2	The candidate provides a clear answer, with justification that shows an accurate reading of the text. The answer clearly relates to the advice given in the “expected response” column.	1	The candidate provides an answer that may contain some degree of misreading, but that offers evidence of some justification.	0	The candidate’s answer provides information to be found in the text by simply re-stating answers to previous questions.
Marks	Commentary										
2	The candidate provides a clear answer, with justification that shows an accurate reading of the text. The answer clearly relates to the advice given in the “expected response” column.										
1	The candidate provides an answer that may contain some degree of misreading, but that offers evidence of some justification.										
0	The candidate’s answer provides information to be found in the text by simply re-stating answers to previous questions.										

Question			Expected Response(s)	Max Mark	Additional Guidance
			<p>Young people in western and developing countries are represented differently</p> <p>In western countries:</p> <ul style="list-style-type: none"> • difficulties with parents • daily life <p>In developing countries:</p> <ul style="list-style-type: none"> • teenagers denouncing war/poverty/inequality • they grow up too quickly <p>NB: Any one detail from western countries <u>and</u> one detail from developing countries.</p>		
				(20)	

Question	Expected Response(s)	Max Mark	Additional Guidance
7.	<p>Translate into English the underlined section. «Ces films . . . au cinéma» (lines 13–16)</p> <p>Translation</p> <p>Ces films illustrent que les jeunes héros sont partout dans les films.</p> <p>These films illustrate/show that young heroes are everywhere in films.</p> <p>Les directeurs de cinéma se sont inspirés des problèmes des jeunes</p> <p>Film directors are inspired by young people’s problems</p> <p>tels que la drogue, l’amour et le stress des examens.</p> <p>such as drugs, love and exam stress.</p> <p>Cependant il faut avouer que les adolescents qui se disputent avec des adultes</p> <p>However, you have to admit that teenagers arguing with adults</p> <p>n’est pas du tout un nouveau thème au cinéma.</p> <p>is not at all a new theme in film.</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>2 – Good: Essential information and relevant details are understood and conveyed clearly and accurately, with appropriate use of English</p> <p>1 – Satisfactory: 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>0 – Unsatisfactory: The candidate fails to demonstrate sufficient understanding of the essential information.</p>

Text	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
<u>Unit 1</u> Ces films illustrent que les jeunes héros sont partout dans les films.	These films illustrate/show that young heroes are everywhere in films.		
Ces films	These/those films/movies	The film omission of these or those	Renowned films
illustrent que	illustrate/show/demonstrate (that/how)		
les jeunes héros	young heroes	the young heroes teen/teenage heroes young teen/teenage heroes a young hero	main character(s)/protagonist(s) omission of heroes as a hero
sont partout dans les films.	are everywhere in films/movies in the films/movies in film	omission of are in the film in the film industry	in films everywhere

Text	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
<u>Unit 2</u> Les directeurs de cinéma se sont inspirés des problèmes des jeunes	Film directors are inspired by young people's problems		
Les directeurs de cinéma	(The) (film/cinema) directors (The) directors of cinema		
se sont inspirés	are inspired by take inspiration from	have been/were inspired by	will inspire inspired themselves by
des problèmes des jeunes	young people's problems the problems of young people the problems young people have/face	youngsters/youths problems of youth	
<u>Unit 3</u> tels que la drogue, l'amour et le stress des examens.	such as drugs, love and exam stress.		
tels que	such as like	which are	omission of tels que for example
la drogue, l'amour et le stress des examens.	drugs, love and exam stress/the stress of exams	the drugs, the love and the stress of (the) exam the exam stress	omission of drugs or love or exam stress

Text	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
<u>Unit 4</u> Cependant il faut avouer que les adolescents qui se disputent avec des adultes	However, you have to admit that teenagers arguing with adults		
Cependant	However/but/nevertheless	Omission of cependant	
il faut avouer que	you/one/we have to/must/need to/got to admit/confess (that) it must be admitted/confessed (that)	they/I must/have to admit/confess (that) it is necessary to admit/confess (that) it must be acknowledged (that)	it is admitted (that) it/he needs to admit (that) they have confessed (that) you must agree (that) it can be admitted (that)
les adolescents qui se disputent avec des adultes	teenagers/adolescents arguing/fighting/quarrelling with/who argue/fight/quarrel/have disputes with adults	young people/youngsters/youth (NPFRE) which fight disputing with adults	children or any specific gender confront will argue

Text	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
<u>Unit 5</u> n'est pas du tout un nouveau thème au cinéma.	is not at all a new theme in film.		
n'est pas du tout	is not at all is not in any way	omission of at all is just not/is not completely/is not entirely/is not on the whole	
un nouveau thème au cinéma.	a new theme in film/(the) cinema/movies/film industry a new cinematic theme	the new theme/concept a new film/movie theme	a whole new theme in the film

[END OF MARKING INSTRUCTIONS]



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2016 French Directed Writing

Higher

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General Marking Principles for Higher French Directed Writing

This information is provided to help you understand the general principles that 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 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.
- (b) Marks for each candidate response must **always** be assigned in line with these general marking principles and the specific Marking Instructions for the Directed Writing scenario.
- (c) For each of the types of writing (*Directed Writing or 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.
- (g) 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.</p> <p>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.</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 point as for the three remaining bullet points, or even about information that is not covered by any of the 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"> • The content is comprehensive. • All bullet points are addressed fully and some candidates may also provide additional relevant information. 	<ul style="list-style-type: none"> • The language is accurate throughout. 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. • A comprehensive range of verbs is used accurately and tenses are consistent and accurate. • 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. 	<ul style="list-style-type: none"> • The language used is detailed and complex. • There is good use of adjectives, adverbs, prepositional phrases and, where appropriate, word order. • A comprehensive range of verbs/verb forms, tenses and constructions is used. • Some modal verbs and infinitives may be used. • The candidate is comfortable with the first person of the verb and generally uses a different verb in each sentence. • Sentences are mainly complex and accurate. • The language flows well.

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

Mark	Content	Accuracy	Language resource: variety, range, structures
6	<ul style="list-style-type: none"> The content is adequate and may be similar to that of an 8. Bullet points may be addressed adequately, however one of the bullet points may not be addressed. 	<ul style="list-style-type: none"> 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. The verbs are generally correct, but basic. Tenses may be inconsistent, with present tenses being used at times instead of past tenses. 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). Overall, there is more correct than incorrect and there is the impression that the candidate can handle tenses. 	<ul style="list-style-type: none"> There are some examples of detailed and complex language. The language is perhaps repetitive and uses a limited range of verbs and fixed phrases not appropriate to this level. The candidate relies on a limited range of vocabulary and structures. There is minimal use of adjectives, probably mainly after – “is”. The candidate has a limited knowledge of plurals. A limited range of verbs is used to address some of the bullet points. The candidate copes with the past tense of some verbs. When using the perfect tense, the past participle is incorrect or the auxiliary verb is omitted on occasion. Sentences are mainly single clause and may be brief.

Mark	Content	Accuracy	Language resource: variety, range, structures
4	<ul style="list-style-type: none"> • The content may be limited and the Directed Writing may be presented as a single paragraph. • Two of the bullet points are not addressed. 	<ul style="list-style-type: none"> • The language is mainly inaccurate and after the first bullet the control of the language structure may deteriorate significantly. • A limited range of verbs is used. • 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 other language interference. 	<ul style="list-style-type: none"> • There is limited use of detailed and complex language. • 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. • The candidate mainly copes only with simple language. • The verbs "was" and "went" may also be used correctly. • Sentences are basic and there may be one sentence that is not intelligible to a sympathetic native speaker. • An English word may appear in the writing or a word may be omitted. • There may be an example of serious dictionary misuse.

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

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

[END OF MARKING INSTRUCTIONS]



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General Marking Principles for Higher French Listening

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- (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) The first set of questions from Item 1 (worth 7 marks) 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 generally range between 1-2 marks.
 - (ii) The last question 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.

Item 1

Question		Expected Answer (s)	Max Mark	Unacceptable answers
1.	(a)	<ul style="list-style-type: none"> You gain experience of the <u>world of work</u> You gain/develop/have useful skills/necessary skills/useful competence It confirms whether or not you are interested in a particular job/confirms what you would like to do/whether you want to do the job or not (candidate must convey idea of interest in the job) <p>(Any 2 from 3)</p>	2	<p>Professional experience/experience of working</p> <p>Skills on its own (needs a qualifier)</p>
	(b)	<ul style="list-style-type: none"> You do not get on with/do not have a good relationship with the <u>manager/boss</u> You have to start/begin/commence early You have to work long hours/shifts <p>NB start early and finish late = 2 marks</p> <p>(Any 2 from 3)</p>	2	<p>Might not have a good boss</p> <p>You do not get on with colleagues</p> <p>Argue with boss</p> <p>You start at a good hour/time</p> <p>You wake up/get up early</p> <p>Longer hours</p> <p>Long day</p>

Question		Expected Answer (s)	Max Mark	Unacceptable answers
	(c)	(i) <ul style="list-style-type: none"> • (The person on work experience) is paid less/isn't paid as much/gets lower wages/it's cheaper 	1	Low wages Any mention of part-time negates the point Cheap No pay
		(ii) <ul style="list-style-type: none"> • New/fresh ideas/perspectives • Enthusiasm/they are enthusiastic 	2	Inspiring colleagues Opinion Energetic/liveliness
	(d)	<ul style="list-style-type: none"> • Work placements benefit both employers and young people (last box) 	1	
			(8)	

Item 2

Question			Expected Answer (s)	Max Mark	Unacceptable answers
2.	(a)	(i)	<ul style="list-style-type: none"> Take a gap year/a year off/sabbatical year/year abroad She is (too) <u>young/not old enough</u> to <u>choose/decide</u> on a career for life/future career (NB there must be the idea of not knowing what career to choose) 	2	Doesn't know what she wants to do Too young to start a career
		(ii)	<ul style="list-style-type: none"> Travel (around) <u>the world</u> (Benefit from) discovering/seeing/experiencing new culture(s) 	2	
	(b)	(i)	<ul style="list-style-type: none"> She wants to work with children NB Ignore additional information before or after children Become a <u>primary</u> teacher <p>NB Teach children = 1 mark</p>	2	
		(ii)	<ul style="list-style-type: none"> She is scared of making/she does not want to make a bad/wrong choice/decision She wants to earn/make/save money (to put aside for university) She wants (time) to decide which <u>course/subjects</u> she wants to study/doesn't know which <u>subjects</u> to do/doesn't know what to study <p>(Any 2 from 3)</p>	2	<p>She's scared she will not enjoy the choice NB anything that implies that it is a bad choice <u>to go to university</u> is incorrect.</p> <p>Earn money plus a wrong specific (eg to travel)</p> <p>Doesn't know what she wants to do</p>

Question		Expected Answer (s)	Max Mark	Unacceptable answers
	(c)	<ul style="list-style-type: none"> • She got on well with her <u>colleagues/other staff</u> • She got lots of tips • She could meet lots of people/likes the contact with the public • Complete/total change <u>from school</u> • Forgot/got away from the stress of school • Earned money <u>at the same time as/while</u> having fun/enjoying herself <p>(Any 2 from 6)</p>	2	<p>She got on well with others</p> <p>She earned good money</p> <p>Learned how to get on with the public</p> <p>Stayed in contact with the public</p> <p>Earned money to have fun</p> <p>Earned money and had fun</p>
	(d)	<ul style="list-style-type: none"> • The <u>satisfaction</u> of seeing pupils/children/students making progress • The fact that she is responsible <u>for their future/plays a part in shaping their future</u> 	2	Seeing the satisfaction of the children making progress
			(12)	

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 detailed Marking Instructions for the writing task.
- (c) For each of the types of writing (*Directed Writing or 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>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"> • The content is comprehensive. • The topic is addresses fully, in a balanced way. • Some candidates may also provide additional information. • Overall this comes over as a competent, well thought-out response to the task which reads naturally. 	<ul style="list-style-type: none"> • The language is accurate throughout. 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. • A comprehensive range of verbs is used accurately and tenses are consistent and accurate. • 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 error. 	<ul style="list-style-type: none"> • The language used is detailed and complex. • There is good use of adjectives, adverbs, prepositional phrases and, where appropriate, word order. • A comprehensive range of verbs/verb forms, tenses and constructions is used. • Some modal verbs and infinitives may be used. • The candidate is comfortable with the first person of the verb and generally uses a different verb in each sentence. • The candidate uses co-ordinating conjunctions and subordinate clauses throughout the writing. • Sentences are mainly complex and accurate. • The language flows well.

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

Mark	Content	Accuracy	Language resource: variety, range, structures
6	<ul style="list-style-type: none"> The content is adequate and may be similar to that of an 8 or a 10. The topic is addressed adequately. 	<ul style="list-style-type: none"> The language may be mostly accurate. However, in places, control of the language structure may deteriorate significantly. The verbs are generally correct, but basic. Tenses may be inconsistent, with present tenses being used at times instead of past tenses. 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. Overall, there is more correct than incorrect and there is the impression that the candidate can handle tenses. 	<ul style="list-style-type: none"> There are some examples of detailed and complex language. The language is perhaps repetitive and uses a limited range of verbs and fixed phrases not appropriate to this level. The candidate relies on a limited range of vocabulary and structures. There is minimal use of adjectives, probably mainly after – “is”. The candidate has a limited knowledge of plurals. The candidate copes with the present tense of most verbs. Where the candidate attempts constructions with modal verbs these are not always successful. Sentences are mainly single clause and may be brief. There may be some dictionary misuse.

Mark	Content	Accuracy	Language resource: variety, range, structures
4	<ul style="list-style-type: none"> • The content may be limited and may be presented as a single paragraph. • The topic is addressed in a limited way. 	<ul style="list-style-type: none"> • 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. • A limited range of verbs is used. • 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 other language interference. • Overall there is more incorrect than correct. 	<ul style="list-style-type: none"> • There is limited use of detailed and complex language and the language is mainly simple and predictable. • 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. • There is inconsistency in the use of various expressions, especially verbs. • Sentences are basic and there may be one sentence that is not intelligible to a sympathetic native speaker. • An English word may appear in the writing or a word may be omitted. • There may be an example of serious dictionary misuse.

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

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

[END OF MARKING INSTRUCTIONS]