



2010 French

Higher – Reading and Directed Writing

Finalised Marking Instructions

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2010 French Higher: Reading

Marking Key

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

In the marking schemes which follow, a bullet point designates information required for the award of 1 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 point. If the information is subsequently contradicted in the same answer, put a cross through the relevant tick. Similarly, if correct information is accompanied in the same answer by information which shows lack of real understanding, put a cross through the relevant tick.

No 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 Points

Correct points should be marked with a tick and the total number of marks written in the inside margin after each heading.

No marks should be given for points written under a different heading unless they would also answer that heading. In such a case, the mark should be transferred to the total for the heading under which the mark was originally allocated. Where candidates list irrelevant information, no credit should be given for this, even if there is some correct information in the middle of it.

The total number of marks scored should be written in the inner margin at the end of Section I.

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Marking Instructions

Questions/Acceptable answers	Unacceptable answers	Acceptable
<p>1. Businesses try hard to capture the ‘youth market’ in the period after the summer holidays (lines 1-31).</p>		
<p>(a) Why do businesses choose this particular period to target young people?</p>		
<p>• Because they have been <u>working</u> (all summer)</p> <p>• they will never be richer/better off/wealthier/they are rich/wealthy OR they have money/cash to burn/blow/spend/use up/they have lots of/more/extra money (idea of “extra”/“disposable” money)</p>	They have been paid	They never have more money
<p>(b) What promises do the advertising leaflets seem to make?</p>		
<p>• <u>For the price of/if they have/with</u> a mobile/an internet service/ a credit card (idea of “if they buy ...”)</p> <p>• Popularity <u>and</u> happiness/pleasure (will be/is guaranteed/assured) OR You will become/it will make you popular <u>and</u> happy</p>	Offer/promise/prize of their products	
	good luck	

Questions/Acceptable answers	1 mark	Unacceptable answers	Acceptable
<p>(c) What is the ‘golden rule’ of marketing?</p> <ul style="list-style-type: none"> • <u>Give/offer</u> them a gift(s)/present(s)/video(s)/music 	1 mark	things	freebie
<p>(d) Why are young people, in particular, attracted to this sort of advertising?</p> <ul style="list-style-type: none"> • They contribute <u>little/a little/a bit/less</u> to the <u>family</u> expenses/spending/expenditure • they can use their money for leisure/hobbies/free time/spare time/activities • They think that happiness comes from buying/possessing/owning (more things) 	3 marks	<p>Any indication that they contribute nothing or they contribute a lot eg They don’t contribute to ...</p> <p>for their needs on themselves having a good time</p> <p>you can buy happiness happiness can be bought happiness comes from money money is happiness</p>	freebie

Questions/Acceptable answers	Unacceptable answers	Acceptable
<p>2. Anita is an example of a young person who has fallen into debt (lines 32-68).</p> <p>(a) How do her debts prevent Anita from doing what she wants? 1 mark</p> <ul style="list-style-type: none"> • She cannot/wants to travel/have holiday <u>to</u> improve/perfect/ study languages OR She has to work <u>during the holidays</u> <p>(b) She explains how she got into so much debt. How did it happen? 3 marks</p> <ul style="list-style-type: none"> • She cannot resist/is tempted to/has to buy what she sees in/ when she passes/is in front of <u>shop/shop window</u> • She buys things she doesn't need/unnecessary things/articles/ items • She buys/fills her basket with luxury items or/and products linked to/which enhance her appearance/beauty products (both required) OR all 4 items of: handbag(s); shoes; perfume; jewellery OR luxury items + 2 examples of the 4 OR products linked to her appearance + 2 examples of the 4 	<p>In front of a window Window-shopping</p> <p>Articles of clothing</p> <p>Products with a nice appearance</p>	

Questions/Acceptable answers	1 mark	Unacceptable answers	Acceptable
<p>(c) What problem does Anita see with shopping nowadays?</p> <ul style="list-style-type: none"> (Too/so) <u>easy</u> to pay by/with credit <u>card</u>/She just has to take out her credit card/paying by credit card makes it easy 		<p>Facilities Too many ways/easy terms/places to pay by card You can pay by card</p>	
<p>(d) What steps has she taken recently to get out of debt?</p> <ul style="list-style-type: none"> She has cut her card(s) up/in two/in half She has spoken to a counsellor/advisor/consultant OR She got financial advice 	2 marks	<p>She cut up two of them/cards She cut down on number of cards She stopped using/blocked cards</p> <p>Managing her things/business</p>	

Questions/Acceptable answers	Unacceptable answers	Acceptable
<p>3. Mobile phone contracts are a common cause of young people’s debts (lines 69-103).</p>		
<p>(a) How should young people ensure they get the best deal? 2 marks</p>		
<ul style="list-style-type: none"> • They should do some research/make enquiries/ask for/get information (before buying) OR Not jump at/settle for/leap at/accept/take the first offer 	Get advice	Inform yourself
<ul style="list-style-type: none"> • Negotiate/haggle to get the best/a better service <u>and</u> the best/a better price 	Best offer/deal	Shop around
<p>(b) What should they try to avoid? 1 mark</p>		
<ul style="list-style-type: none"> • (taking on) monthly payments they cannot afford/pay/have difficulty with/that get you into difficulty/because financial situation could change OR Not jump at/settle for/leap at/accept/take the first offer (provided not given as answer to 3 (a)) 		

Questions/Acceptable answers	2 marks	Unacceptable answers	Acceptable
<p>(c) What can parents do to help their child avoid making an expensive mistake?</p> <ul style="list-style-type: none"> • Discuss the costs/expenses/rates of the phone OR Talk to them about finances • Set up/establish rules on how the phone is used/on usage/on utilisation 		<p>Discuss with financial experts</p> <p>100 rules Discuss rules with them</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.

4. UNIT 1

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>“Notre société nous encourage à acheter sans penser.</p> <p>“Notre société</p> <p>nous encourage</p> <p>à acheter</p> <p>sans penser.</p>	<p>“Our society encourages us to buy without thinking.</p> <p>“Our society</p> <p>encourages/is encouraging us</p> <p>to buy</p> <p>without thinking/thought.</p>	<p>“Society</p> <p>“This society</p> <p>has encouraged</p> <p>encourages people/them/you</p> <p>to spend/shop</p> <p>to buy <u>things</u></p> <p>before thinking.</p> <p>without thinking first/thoughtlessly.</p> <p>In our society we are encouraged to...</p> <p>Our society encourages buying without thinking.</p>	<p>“Other societies</p> <p>encouraged</p> <p>we encourage</p>

UNIT 2

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>Autrefois, le travailleur recevait une enveloppe avec son salaire dedans.</p> <p>Autrefois,</p> <p>le travailleur</p> <p>recevait une enveloppe</p> <p>avec son salaire dedans.</p>	<p>In the past, the worker received an envelope with his salary inside.</p> <p>In the past/the old(en) days/days gone by/other times/Years ago/ Formerly/Once/Before,</p> <p>the/a worker/working man/person/ employee</p> <p>received/got would/used to/receive/get would have received an/one envelope/pay packet</p> <p>with his/his or her salary/wages/pay inside/in it. containing his salary.</p>	<p>workers/hard-working man/working people/the hard worker</p> <p>receives/has received</p> <p>envelopes</p> <p>money their/the salary omission of "son"</p> <p>In the past, the worker received a pay packet.</p>	<p>Furthermore</p> <p>the working class the work/at work/from work you/they</p> <p>his inside salary. one's/your/its</p>

UNIT 3

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
Il savait exactement combien il pouvait dépenser.	He knew exactly how much he could spend.		
Il savait	He knew/would/used to know	The worker/They (check RE) (He) knows (check RE)	We/You/One/It
exactement combien	exactly how much/the exact amount (that)	omission of “exactement” addition of “money”	exactly how
il pouvait dépenser.	he could/was able to/would be able to/had to spend.	he can (check RE)	he spent/would spend/was spending/ could have spent. wanted to/was allowed to spend.

UNIT 4

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>On achetait les choses parce qu'on en avait besoin.</p> <p>On achetait les choses</p> <p>parce qu'</p> <p>on en avait besoin.</p>	<p>One/You bought things because one/you needed them.</p> <p>One/You/They/People/We bought/used to/would buy things</p> <p>because</p> <p>one/you/they/people/we needed/would need/had need of/needed to have <u>them</u>.</p>	<p>He buy/buys/was/were buying the/these things addition of "only"</p> <p>they needed to. they needed it. they were necessary.</p> <p>One bought things because they needed them.</p>	<p>I could/will/chose to buy clothes</p> <p>omission of "because"</p> <p>we/they are in need. we had to. had needed them.</p>

UNIT 5

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
Aujourd'hui, l'argent est invisible," dit Anita. Aujourd'hui, l'argent est invisible," dit Anita.	Today, money is invisible," says Anita. Today/Nowadays/These days money/the money is invisible/unseen," says Anita.	Now said/according to Anita.	non-existent/not available omission to Anita.

Higher Writing

Task: Directed Writing, addressing 6 bullet points.

- Assessment Process:
- 1 With reference to *Content, Accuracy and Language Resource*, assess the overall quality of the response and allocate it to a pegged mark.
 - 2 Check that all 6 bullet points have been addressed.
 - 3 Deduct 2 marks (ie single marks, not pegged ones) for each bullet not addressed, up to a maximum of 2 bullets. If 3 or more bullets have not been addressed, the mark must be 0.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Very Good	15	<ul style="list-style-type: none"> All bullet points are covered fully, in a balanced way, including a number of complex sentences. Some candidates may also provide additional information. A wide range of verbs/verb forms, tenses and constructions is used. Overall this comes over as a competent, well thought-out account of the event which reads naturally. 	<ul style="list-style-type: none"> The candidate handles all aspects of grammar and spelling accurately, although the language may contain some minor errors or even one more serious error. Where the candidate attempts to use language more appropriate to post-Higher, a slightly higher number of inaccuracies need not detract from the overall very good impression. 	<ul style="list-style-type: none"> The candidate is comfortable with almost all the grammar used and generally uses a different verb or verb form in each sentence. There is good use of a variety of tenses, adjectives, adverbs and prepositional phrases and, where appropriate, word order. The candidate uses co-ordinating conjunctions and subordinate clauses throughout the writing. The language flows well.
Good	12	<ul style="list-style-type: none"> All bullet points are addressed, generally quite fully, and some complex sentences may be included. The response to one bullet point may be thin, although other bullet points are dealt with in some detail. The candidate uses a reasonable range of verbs/verb forms and other constructions. 	<ul style="list-style-type: none"> The candidate generally handles verbs and other parts of speech accurately but simply. There may be some errors in spelling, adjective endings and, where relevant, case endings. Use of accents may be less secure. Where the candidate is attempting to use more complex vocabulary and structures, these may be less successful, although basic structures are used accurately. There may be minor misuse of dictionary. 	<ul style="list-style-type: none"> There may be less variety in the verbs used. Most of the more complex sentences use co-ordinating conjunctions, and there may also be examples of subordinating conjunctions where appropriate. In one bullet point the language may be more basic than might otherwise be expected at this level. Overall the writing will be competent, mainly correct, but pedestrian.

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

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

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

What if....?	
the candidate only addresses one part of one of the introductory, predictable bullet points?	In such a case the candidate is deemed to have not addressed the bullet points and a 2 mark penalty is made (ie 2 marks are deducted from the final mark awarded). This procedure applies at all categories.
some bullet points fit into one category but others are in the next, lower category?	It is important to look carefully at which bullet points are better addressed. 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. 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.
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]