2012 French

Higher – Listening/Writing

Finalised Marking Instructions

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Higher – Listening/Writing

Marking Instructions

Questions/Acceptable answers			Unacceptable answers	Irrelevant/Insufficient
1. **(a)** What was the biggest advantage for Annie of spending three months in Scotland?	**1 mark**			
• she (was able to) improve(d)/perfect(ed)/ make/made progress with/was better at her <u>English</u>/her <u>English</u> improved			learned/practised English her English pronunciation got better work on her English her language improved it helped her English she was more confident in her English	
(b) Why was it not surprising that this should happen?	**2 marks**			
• when you are on your own/alone/do not know anyone she was on her own/she didn't know anyone				
• you <u>have to</u>/she <u>had to</u> <u>talk/speak</u> (English) to people [NB "young people" does not negate the point] **OR** you <u>learn</u>/she <u>learnt</u> by <u>chatting/talking</u>			everyone (around her) spoke English	
2. What second advantage does she mention?	**1 mark**			
• seeing/experiencing how <u>Scots</u> people <u>live</u>/(the way of) <u>life</u> in <u>Scotland</u> **OR** what (Scottish) people do in their spare time.			get/got to know (Scottish) culture/the Scottish people young people/teenagers <u>she</u> had a lot of freedom/free time hobbies	

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	Questions/Acceptable answers		Unacceptable answers	Irrelevant/Insufficient
3.	**(a)**	What differences in eating habits did she find between Scotland and France? **2 marks**		
		• French have 2 main meals/lunch/dinner and dinner/tea	breakfast and dinner/tea, with no mention of 2 main meals 3 main meals set meals eat more/together more often more meals in Scotland	
		• Scots eat more often/nibble/snack (almost) all day/all the time		
	(b)	How did her lunchtime eating habits change when she was in Scotland? **2 marks**		
		• in France she eats/ate in the school/canteen/*cantine*/cafeteria		
		• in Scotland she went into town/to a/the shop(s)/down/up the street/she buys/bought something in a/the shop(s)	in Scotland at lunchtime she went shopping she ate while looking round the shops	

Questions/Acceptable answers		Unacceptable answers	Irrelevant/Insufficient
4. What two things did she particularly like about Scottish schools?	**2 marks**		
• <u>she could go/got home/leave/left school at 3.30/15.30</u> **+** instead of 5.00/17.00 **OR** which is earlier (than in France)		she preferred the school day/ the school day is shorter	
• <u>less/not (as) much/not a lot of</u> homework		no homework	
5. **(a)** Why did Annie sometimes feel sad?	**1 mark**		
• She had left (all) her friends (behind/in France)/she missed/didn't have her friends		she didn't have any friends to talk to	
(b) What made it difficult for her to make friends, at first?	**2 marks**		
• when you don't/as she did not speak the language/English <u>(very) well</u>/her English wasn't <u>(very) good/fluent</u>/she didn't know a lot of English		because of language barriers she had problems with the language she didn't know/speak the language people had difficulty understanding her	
• the (Scottish) <u>accent</u> is (sometimes)/can be difficult to understand		it was hard to understand people/them/ dialect/slang	

Questions/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
6. **(a)** Who helped her to get over this initial difficulty? **2 marks**		
• the host/exchange <u>family/family/people</u> she lived with	her family pen friend person (she lived with)	
• (the) people <u>of her age at school</u>/her classmates		
(b) What else did she do to get to know people? **2 marks**		
• joined/was in/took part in/went to <u>all sorts/kinds/types of/a variety of/(lots of) different</u> clubs	a club some/many/plenty clubs	
• played <u>team sports</u>/joined <u>sports teams</u>	team activities sports activities	
• joined/sang in a/the choir/chorus	she liked singing went/started singing	
(Any 2 from 3)		

		Questions/Acceptable answers		**Unacceptable answers**	**Irrelevant/Insufficient**
7.	**(a)**	In what two ways did she benefit from her stay?	**2 marks**		
		• she gained in (self-)confidence (in herself)/became more confident		became more confident in speaking the language earned confidence	
		• she learned to get by/survive/cope/manage <u>on her own/independently</u>/to rely on/look after <u>herself</u>/do things <u>by herself</u>		became more independent manage <u>life alone</u> could do more <u>activities</u> by herself/on her own	
	(b)	What is her final comment on her experiences?	**1 mark**		
		• she was/is <u>glad/happy/pleased/content/</u>it was/is <u>good</u> to get back to her family <u>and</u> her friends/to see her family <u>and</u> friends (again)		she missed her family she treasured her friends and family in France she can't wait to see it makes her appreciate her friends	

Higher Writing

Task: Short essay

Assessment   •   With reference to *Content, Accuracy and Language Resource*,
Process: assess the overall quality of the response and allocate it to
                      pegged mark.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Very Good	10	• The topic is covered fully, in a balanced way, including a number of complex sentences. • Some candidates may also provide additional information. • A wide range of verbs/verb forms and constructions is used. There may also be a variety of tenses. • Overall this comes over as a competent, well thought-out response to the task which reads naturally.	• 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.	• The candidate is comfortable with almost all the grammar used and generally uses a different verb or verb form in each sentence. • There is good use of a variety of tenses, adjectives, adverbs and prepositional phrases and, where appropriate, word order. • The candidate uses co-ordinating conjunctions and subordinate clauses throughout the writing. • The language flows well.
Good	8	• The topic is addressed, generally quite fully, and some complex sentences may be included. • The candidate uses a reasonable range of verbs/verb forms and other constructions.	• 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.	• There may be less variety in the verbs used. • Most of the more complex sentences use co-ordinating conjunctions, and there may also be examples of subordinating conjunctions where appropriate. • At times the language may be more basic than might otherwise be expected at this level. • Overall the writing will be competent, mainly correct, but pedestrian.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Satisfactory	6	• The candidate uses mainly simple, more basic sentences. • The language is perhaps repetitive and uses a limited range of verbs and fixed phrases not appropriate to this level. • The topic may not be fully addressed. • In some cases, the content may be similar to that of good or very good examples, but with some serious accuracy issues.	• The verbs are generally correct, but basic. • Tenses may be inconsistent. • There are quite a few errors in other parts of speech – personal pronouns, gender of nouns, adjective endings, cases, singular/plural confusion – and in the use of accents. • Some prepositions may be inaccurate or omitted, eg I go the town. • While the language may be reasonably accurate at times, the language structure may deteriorate significantly in places. • Overall, there is more correct than incorrect and there is the impression overall that the candidate can handle tenses.	• The candidate copes with the present tense of most verbs. • A limited range of verbs is used. • Candidate relies on a limited range of vocabulary and structures. • Where the candidate attempts constructions with modal verbs, these are not always successful. • Sentences may be basic and mainly brief. • There is minimal use of adjectives, probably mainly after "is", eg My friend is reliable. • The candidate has a weak knowledge of plurals. • There may be several spelling errors, eg reversal of vowel combinations.

Unsatisfactory	4	• 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 *to be*, *to have, to play, to watch.* • While the language used to address the more predictable aspects of the task may be accurate, serious errors occur when the candidate attempts to address a less predictable aspect. • The Personal Response may be presented as a single paragraph.	• Ability to form tenses is inconsistent. • In the use of the perfect tense the auxiliary verb is omitted on a number of occasions. • There may be confusion between the singular and plural form of verbs. • There are errors in many other parts of speech – gender of nouns, cases, singular/plural confusion – and in spelling and, where appropriate, word order. • Several errors are serious, perhaps showing mother tongue interference. • There may be one sentence which is not intelligible to a sympathetic native speaker. • Overall, there is more incorrect than correct.	• The candidate copes mainly only with predictable language. • There is inconsistency in the use of various expressions, especially verbs. • Sentences are more basic. • An English word may appear in the writing or a word may be omitted. • There may be an example of serious dictionary misuse.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Poor	2	• 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.	• 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.	• The candidate cannot cope with more than 1 or 2 basic verbs, frequently "has" and "is". • Verbs used more than once may be written differently on each occasion. • The candidate has a very limited vocabulary. • Several English or "made-up" words may appear in the writing. • There are examples of serious dictionary misuse.
Very Poor	0	• The content is very basic.	• (Virtually) nothing is correct. • Most of the errors are serious. • Very little is intelligible to a sympathetic native speaker.	• The candidate copes only with "have" and "am". • Very few words are correctly written in the foreign language. • English words are used. • There may be several examples of mother tongue interference. • There may be several examples of serious dictionary misuse.

What if....?	
the candidate exceeds the recommended word count?	This in itself need not be important, although it is important to be clear that it is possible to attain top marks, if the writing does not exceed 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.
the candidate has been asked to address a topic with two aspects but only addresses one of these?	In such a case the candidate is deemed to have not addressed the task fully. The quality of the language should be assessed and the writing should then be placed in the next category down, eg if the writing would otherwise have been awarded 8, it should instead be awarded 6.
some parts of the writing fit into one category but others are in the next, lower category?	If the better sections contain more sophisticated language, it may still be appropriate to choose the higher marks. However, if the better sections contain relatively basic constructions and attempts to use more sophisticated language are unsuccessful, then it is most likely that the writing is at the 6/4 interface and the Marking Criteria should be used to help the marker come to a final decision.
the marker is having great difficulty in deciding whether the writing is good enough to pass or not quite good enough to pass?	It is essential to consider carefully the accuracy of the verbs overall. If more verbs are correct than wrong, then it is likely that the candidate deserves to pass, unless there are many other inaccuracies in the writing.

[END OF MARKING INSTRUCTIONS]