

**General Marking Principles for CfE 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) Award a mark to each answer. Marks are not transferable between questions.
- (d) The marks available in this Paper are as follows:
  - (i) Questions 1-6 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 7 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 8 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.
- (e) For questions that ask candidates to ‘state . . .’ or ‘give . . .’, candidates must give a brief, accurate response/name.
- (f) 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.
- (g) For live Reading Marking Instructions, there will be a process of illustrating other acceptable answers.

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**Specific Marking Instructions:  
Reading and Directed Writing (Section 1—Reading—30 marks)**

The following notes are offered by P&N to support markers in making judgements on candidates' evidence.

Question		Expected Answer(s)	Max mark	Additional Guidance
1.	(a)	<ul style="list-style-type: none"> <li>• to get a medal</li> <li>• for being the best apprentice of France</li> </ul> <p><i>Any one point from two for 1 mark</i></p>	1	Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidates' responses.  Markers should ignore extraneous material that does not contradict the answer
	(b)	<ul style="list-style-type: none"> <li>• he was wearing a (smart/elegant) suit <u>and</u> bow tie</li> <li>• all the French press/newspapers were there</li> <li>• the TV news spoke about the ceremony</li> </ul> <p><i>Any two points from three for 2 marks</i></p>	2	
	(c)	<ul style="list-style-type: none"> <li>• his paperwork wasn't in order/his paperwork wasn't complying with the regulations</li> <li>• he didn't have the right to live in France</li> <li>• he didn't have the right to work in France</li> </ul> <p><i>Any two points from three for 2 marks</i></p>	2	
	(d)	<ul style="list-style-type: none"> <li>• the French authorities cancelled/dropped the expulsion/eviction</li> <li>• he received a 6 month temporary permit/authorisation to stay in France</li> </ul> <p><i>Any one point from two for 1 mark</i></p>	1	
2.	(a)	<ul style="list-style-type: none"> <li>• he arrived at 16 on his own</li> <li>• he couldn't speak (a word of) French</li> <li>• he didn't know anybody</li> </ul> <p><i>Any two points from three for 2 marks</i></p>	2	
	(b)	<ul style="list-style-type: none"> <li>• they found him emergency accommodation/shelter</li> <li>• they gave him clean clothes</li> <li>• they gave him 3 meals a day</li> </ul>	3	
3.	(a)	<ul style="list-style-type: none"> <li>• he was always top of his class</li> <li>• he persevered with learning French</li> <li>• he quickly integrated into French culture</li> </ul> <p><i>Any two points from three for 2 marks</i></p>	2	
	(b)	<ul style="list-style-type: none"> <li>• he is a model for the French youth/youngsters</li> </ul>	1	

Question		Expected Answer(s)	Max mark	Additional Guidance								
4.	(a)	<ul style="list-style-type: none"> <li>house painting/painting and decorating</li> <li>dry cleaning</li> </ul> <p><i>Any one point from two for 1 mark</i></p>	1									
	(b)	<ul style="list-style-type: none"> <li>apprenticeship is not only an effective way to access the job market/to find a job but also a fantastic way of integrating into society</li> </ul>	1									
5.		<ul style="list-style-type: none"> <li>he feels reassured</li> <li>he has hope for the future</li> <li>he is grateful</li> <li>he is even more eager to succeed</li> </ul> <p><i>Any 2 points from four for 2 marks</i></p>	2									
6.		<p>Outline of possible response and evidence: The writer gives a <b>positive</b> view of young asylum seekers.</p> <p><b>Possible evidence includes:</b></p> <ul style="list-style-type: none"> <li>The writer uses positive adjectives and nouns to refer to the young asylum seekers. For instance, line 1 ‘nice’, line 2 ‘best’, line 3 ‘smart’, line 32 ‘talented’, line 34 ‘champion’</li> <li>Lines 7–8: The writer uses words such as ‘unfortunately’ and ‘shocking’ to describe Armando’s dealings with French administration which implied some sympathy for him.</li> <li>Lines 11–13: The writer states that public opinion was satisfied when Armando was allowed to stay in France, which shows young asylum seekers in a positive light.</li> <li>Lines 18–19: the writer describes how Armando’s teacher is proud of him and in lines 24–29 he then mentions Armando’s positive attitude and people’s admiration for him.</li> <li>Line 18: the writer refers to Armando as ‘unfortunate’ or ‘poor’ and in line 39 he states that Armando hasn’t had an easy life which implies some sympathy for him.</li> </ul>		<p>A mark of 2,1 or 0 will be awarded for this question. Markers should follow this advice:</p> <table border="1"> <thead> <tr> <th>Marks</th> <th>Commentary</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>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>1</td> <td>The candidates provides an answer that may contain some degree of misreading, but that offers evidence of some justification.</td> </tr> <tr> <td>0</td> <td>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 candidates 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 candidates 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 Answer(s)	Max mark	Additional Guidance
7.	<p><b>Translation</b></p> <p>Il y a trois ans, Armando est arrivé en France  <b>Three years ago, Armando arrived in France</b></p> <p>en se cachant au fond d'un camion.  <b>hiding in the back of a lorry.</b></p> <p>Il était affamé et dangereusement déshydraté  <b>He was starving and dangerously dehydrated</b></p> <p>quand le chauffeur l'a abandonné dans la forêt  <b>when the driver abandoned him in the forest</b></p> <p>après lui avoir volé tout son argent.  <b>after stealing/having stolen all his money.</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></p> <ul style="list-style-type: none"> <li>Essential information and relevant details are understood and conveyed clearly and accurately, with appropriate use of English.</li> </ul> <p><b>1 – Satisfactory:</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>0 – Unsatisfactory:</b></p> <ul style="list-style-type: none"> <li>The candidate fails to demonstrate sufficient understanding of the essential information.</li> </ul>

[END OF SECTION 1—READING MARKING KEY]

**General Marking Principles Marking Instructions:  
Reading and Directed Writing (Section 2—Directed Writing—10 marks)**

*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 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 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.
- (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.

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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 <b>6</b>.</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 <b>6</b>.</p>
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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> </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>
8	<ul style="list-style-type: none"> <li>The content is clear</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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</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>

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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. 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>
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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> <li>• Two 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 Ability to form tenses is inconsistent In the use of the perfect tense the</li> <li>• 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>
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>

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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>Or</p> <ul style="list-style-type: none"> <li><b>Three or more</b> of the bullet points are not be 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>

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[END OF SECTION 2—WRITING MARKING KEY]

[END OF READING & DIRECTED WRITING MARKING KEY]

**Specific Marking Instructions:  
Listening and Writing (Section I—Listening—20 marks)**

The following notes are offered by P&N to support markers in making judgements on candidates' evidence.

**Item 1**

Question		Expected response	Max mark	Additional Comment
<b>1</b>	(a)	<ul style="list-style-type: none"> <li>• at the <u>French-Swiss</u> border/frontier</li> </ul>	<b>1</b>	Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidates' responses.  Markers should ignore extraneous material that does not contradict the answer.
	(b)	<ul style="list-style-type: none"> <li>• in the shape of a croissant</li> <li>• 72 km long</li> <li>• <u>about</u> 15km wide</li> </ul> <p><i>Any two of three points for 2 marks</i></p>	<b>2</b>	
	(c)	<ul style="list-style-type: none"> <li>• he had a superb view of the Alps</li> <li>• he didn't have to use public transport/he saved money on bus tickets</li> </ul> <p><i>Any one of two points for 1 mark</i></p>	<b>1</b>	
	(d)	<ul style="list-style-type: none"> <li>• helping clients/customers to choose presents</li> <li>• tidying (up) shelves</li> <li>• working at the till</li> </ul> <p><i>Any two of three points for 2 marks</i></p>	<b>2</b>	
	(e)	<ul style="list-style-type: none"> <li>• they had tourists from all over the world</li> <li>• his boss's wife was from Berlin/was German/was from Germany</li> </ul> <p><i>Any one of two points for 1 mark</i></p>	<b>1</b>	
	(f)	<ul style="list-style-type: none"> <li>(✓) There was a mixture of positives and negatives.</li> </ul>	<b>1</b>	
			<b>8</b>	

## Item 2

Question		Expected response	Max mark	Additional Comment		
2	(a)	<ul style="list-style-type: none"> <li>she is registered with the job centre</li> <li>she is looking for a job</li> </ul> <p><i>Any one of two points for 1 mark</i></p>	1	<p>Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidates' responses.</p> <p>Markers should ignore extraneous material that does not contradict the answer.</p>		
	(b)	(i)	<ul style="list-style-type: none"> <li>lots of competition (on the job market)</li> <li>it is difficult to get an interview when you are (only) 18</li> <li>she doesn't drive (therefore her options are limited)</li> </ul> <p><i>Any two of three points for 2 marks</i></p>		2	
		(ii)	<ul style="list-style-type: none"> <li>there will be more job offers (in the capital)</li> <li>she has always wanted to go for walks in the (lively) Parisian streets</li> </ul> <p><i>Any two of three points for 2 marks</i></p>		1	
	(c)	(i)	<ul style="list-style-type: none"> <li>she would like to work in fashion</li> </ul>		1	
		(ii)	<ul style="list-style-type: none"> <li>she has already worked in several clothes shops</li> <li>(in her free time) she designs hats</li> <li>she makes her own clothes</li> <li>she owns a professional sewing machine</li> </ul> <p><i>Any two of four points for 2 marks</i></p>		2	
	(d)	<ul style="list-style-type: none"> <li>(most of the time) employers prefer giving jobs to family members</li> <li>men are (often) paid more than women</li> <li>some employers don't like her piercings</li> </ul> <p><i>Any two of three points for 2 marks</i></p>	2			
	(e)	(i)	<ul style="list-style-type: none"> <li>taking her piercings off</li> <li>taking driving lessons</li> </ul>		2	
		(ii)	<ul style="list-style-type: none"> <li>her piercings are part of her personality</li> <li>she can't afford driving lessons/driving lessons are too expensive</li> </ul>		1	
					12	

Total marks 20

[END OF SECTION 1—LISTENING MARKING KEY]

**General Marking Principles:  
Listening and Writing (Section 2—Writing—10 marks)**

*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.

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The table below gives further guidance to markers. 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 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.
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.
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Mark	Content	Accuracy	Language resource: variety, range, structures
10	<ul style="list-style-type: none"> <li>• The content is comprehensive 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>

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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</li> <li>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>

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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, e.g. reversal of vowel combinations, adjective endings and some prepositions may be inaccurate or omitted, e.g. I went the town. There are quite a few errors in other parts of speech -</li> <li>• personal pronouns, gender of nouns, adjective endings, cases, singular/plural</li> <li>• 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>
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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 Ability to form tenses is inconsistent In the use of the perfect tense the</li> <li>• 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>

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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>
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>
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[END OF SECTION 2—WRITING MARKING KEY]

[END OF LISTENING AND WRITING MARKING KEY]

**Suggested “cut-off” scores for estimates of exam performance**  
**(Total mark: 70 [Reading: 30; Directed Writing: 10; Listening & Writing: 30])**

A	Band 2 (>= 72%) >= 50	Band 1 (>= 87%) >= 61
B	Band 4 (>= 62%) >= 43	Band 3 (>= 67%) >= 47
C	Band 6 (>= 52%) >= 36	Band 5 (>= 57%) >= 40

D	Band 7 (>= 47%) >= 33	
<i>Fail</i>	<i>Band 8 (&gt;= 42%)</i>	<i>Band 9 (&lt;42%)</i>

**Please note:**

*The suggested cut-off scores above are for guidance only and departments are obviously free to apply their own criteria as appropriate.*

**[END OF P&N CFE HIGHER FRENCH 2015/2016 MARKING KEY]**