



2011 French

Higher Listening/Writing

Finalised Marking Instructions

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2011 French

Higher – Listening/Writing

Marking Instructions

Questions/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
<p>1. (a) What two things does Anaïs like about being in “terminale”?</p> <p>2 marks</p> <ul style="list-style-type: none">• Students (only) take/choose/she takes/chooses the class(es)/subject(s) they are/she is interested in/that they like/want (to do). She can drop subject(s) she doesn't like. She doesn't study science because she has chosen literature (Takes/chooses/studies) interesting subject(s)• Students can leave (the school) (building)/go home <u>if they have no classes/without asking (for permission).</u>	<p>Classes/subjects are more interesting Lots of interesting subjects to choose from She <u>does</u> science and literature Studies one subject and studies hard for it Literacy</p> <p>Can leave a <u>class</u> Leave school <u>if you want</u>/whenever you want (by itself) You don't always have to stay in school</p>	

Questions/Acceptable answers	2 marks	Unacceptable answers	Irrelevant/Insufficient
<p>(b) How might students spend their free time during the school day?</p> <ul style="list-style-type: none"> • Walk in the forest/Going for (a) walk(s) • <u>Hang around/out/dawdle/walk about/stay</u> in the <u>playground/yard/open area/school grounds/campus</u> • <u>Return/Go</u> home (if they live near school/and study) 	(2 from 3)	<p>Go for a walk around the campus/foyer/school</p> <p>Hang around at school Stay at school and study Play/train on the courts/the pitches Going to the courtyard</p> <p>You can study at home/stay at home If they live far away</p>	

Questions/Acceptable answers

Unacceptable answers

Irrelevant/Insufficient

2. (a) Why is she not too worried about the 'bac' exam? **1 mark**

- She's studying literature and she's good at that/it's her strongest/best subject(s)
She is strong in/good at literature/her subject(s)
She (always) gets good marks in literature/her subject(s)

She is good at maths
She always gets good marks
(ie without "literature")
She has worked hard in her subject(s)
It is easy/not hard
Literature is her favourite subject
(by itself)
Literacy (NB Check for R.E.)

(b) What options are there for those students who do not pass? **2 marks**

- Repeat/Re-do/Re-start the year/bac/Try again/Re-sit exam next year/Take exam (again) next year
- Abandon/Stop/Quit/Leave/End/Give up their studies/course/studying (altogether).
Leave school/education

They can re-take/re-sit it/exam/try again/return to school (without next year)
stay back

Finish/Complete studies/Go into work

Leave school and get a job
(NEGATES)
Drop the subjects

Questions/Acceptable answers

Unacceptable answers

Irrelevant/Insufficient

3. (a) Why is it easy to talk to a careers adviser?

2 marks

- There are advisers in every school/college/They are in all schools/colleges/Every school/college has advisers
- You just have/It is easy to make/to ask for/request/arrange/get an appointment/a meeting/a time to meet up
Careers advisers are available to make an appointment/meeting

always one at her school
They are in school all the time/every day
They go to/visit school(s)

speak to them when you want

always willing to help/there to help from Monday to Friday
You can meet up with her when you want

(b) Why are they in a good position to help you?

1 mark

- They know you/all about you

OR

They know/have your marks/grades

They know how to help pupils/you

They know the grades you need your reports/all your records

(Transfer of information from Q.3.(a) allowed)

Questions/Acceptable answers

Unacceptable answers

Irrelevant/Insufficient

4. Anaïs talks about young people's money worries.

(a) Mention two ways in which young people spend their money.

2 marks

- (Renting/Paying/Buying/Finding) lodging/ accommodation/an apartment/flat/a place to stay (at a reasonable price)

- (Public) transport

travel
travelling around
private means eg car

(b) How do her own parents plan to help her financially?

2 marks

- Give her 300 (euros) a/every month

- Fill her car with/Pay for petrol/fuel (when she comes home)

200/350/30/2 euros
a week

Pay for licence/car/insurance
Give her money for car
Her parents will drive and pay for petrol (NEGATES)

Questions/Acceptable answers

5. Anaïs mentions two dangers facing students. What are they and what are their consequences?

2 marks

- Drugs can have bad consequences for your health
Drugs cause bad health
- Partying (too much)/Parties/Celebrations/Clubbing can make you too tired/affect your work/study

Drugs and partying can affect your health and make you tired — **2 marks**

Drugs taken at parties can affect your health and make you tired — **1 mark**

Unacceptable answers

Smoking
drugs (make you) too tired to work

Festivals
Going out

Irrelevant/Insufficient

Questions/Acceptable answers

6. At the end of her studies, what are her long-term plans?

2 marks

- To settle (down)/move to somewhere in France
- Find a job that she likes to do/enjoys/in the area/field she wants
- Settle down/Move to/Have a house/Live/in the country/countryside
- Enjoy/Appreciate her free time/leisure time

(2 from 4)

Unacceptable answers

To live/stay in France

a good/well-paid job

with her friends

Visit places
(Have) freedom
free to do what she wants
have free time
with lots of free time

Irrelevant/Insufficient

Questions/Acceptable answers	1 mark	Unacceptable answers	Irrelevant/Insufficient
<p>7. (a) What are her immediate plans?</p> <ul style="list-style-type: none"> Take a gap/sabbatical year/year out/see/visit other/lots of/different/foreign countries <p>(Transfer of information from Q.6 allowed)</p>	1 mark	<p>Go travelling/Visit Europe another country different cultures</p>	
<p>(b) What consequences will this have for her?</p> <ul style="list-style-type: none"> Money It will cost (her) more money/a lot of/lots of money/It will be expensive (for her) <p>OR</p> <ul style="list-style-type: none"> Debt She will be in debt/will have debts to pay back/refund/meet. She will have debt to pay back 	1 mark	<p>save money</p> <p>becomes <u>impossible</u> She <u>can/will be able/It will give her a chance</u> to pay back her debt as soon as possible</p>	

Higher Writing

Task: Short essay

Assessment Process: • With reference to *Content, Accuracy and Language Resource*, 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	<ul style="list-style-type: none"> • 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. 	<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	8	<ul style="list-style-type: none"> • 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. 	<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. • 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	<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. • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Unsatisfactory	4	<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 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. 	<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. • Overall, there is more incorrect than correct. 	<ul style="list-style-type: none"> • 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	<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 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	<ul style="list-style-type: none"> The content is very basic. 	<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 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]