



2012 French

Higher – Reading & Direct Writing

Finalised Marking Instructions

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2012 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.

**2012 French
Higher – Reading and Directed Writing**

Marking Instructions

Questions/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
<p>1. Nowadays a large number of people are stressed by the routine of their working day (lines 1-22).</p>		
<p>(a) How does the author show how stressful the journey to work can be?</p>	2 marks	
<ul style="list-style-type: none"> • Getting/being/waking up/leaving <u>early</u> to fight/struggle against/avoid/beat the <u>traffic</u> • being crushed/jammed/squashed in the metro/train OR being/stuck with <u>hundreds/lots of/about a hundred</u> people (doing the same thing) in the metro/train 	<p>to struggle/fight with train station it is stuffy in the metro with certain people</p>	
<p>(b) When someone returns home from work, what situation might he or she find?</p>	1 mark	
<ul style="list-style-type: none"> • <u>Partner/spouse</u> is tired after a similar day / a long day('s work) 	<p>partner tired (with no reason)</p>	
<p>(c) What does the author say about Florence's previous job in marketing?</p>	1 mark	
<ul style="list-style-type: none"> • it was responsible <u>and</u> well paid 	<p>in charge of people/high up in the company had responsibility for wages</p>	

Questions/Acceptable answers

2. Florence speaks about her current job as a volunteer with 'Petits Princes'. (lines 23-43)

(a) What motivated her to change job?

2 marks

- (one day) she had had enough/was fed up of promoting soap(s)
- she wanted to give her life another/different/new/more meaning/direction/sense/purpose/she wanted to do something meaningful with her life

(b) What did she feel when she saw the job advertised on the 'Petits Princes' website? Mention any **one** thing.

1 mark

- It was exactly/just what/the exact job she was looking for

OR

she knew that she could be useful/helpful

(c) Give **two** examples of how she can make a child's life better.

2 marks

- on their birthday, she can take them/they go to (a) show(s)/the theatre
- when they are (feeling) sad/gloomy/unhappy, she can bring them smiles/she can make them smile /she can comfort/reassure them

Unacceptable answers

Irrelevant/Insufficient

one day she had to promote soap
wanted promotion
promoted knowledge/soup
a new feeling/outlook/aspect
she wanted to do other things
it was time for a change

her eyes lit up

she knew it would be useful
she had the power to be useful

she puts on a show
they go to an entertainment/a
celebration/a festival/spectacle

something to comfort them

Questions/Acceptable answers

3. Her work with 'Petits Princes' has both high points and low points. (lines 50-75)

(a) Which high point and which low point does she mention?

- you are/she is (often) confronted by/faced with/you/she witness(es)/see(s) illness/sickness/disease and pain/grief/distress

OR

the children are (often) ill/sick and in pain/grief/distress

- you are/she/it is giving/providing(the children) hope(s) and (a) dream(s)

(b) What examples does she give of making children's dreams come true?

- she took/takes/taking children (who wanted)/children went to see Santa to/in his workshop/to Lapland
- (a) (little) boy(s), who was crazy/passionate/mad about dolphins, went with her to Florida

OR

(she took) (a) (little) boy(s) to Florida to see/because of the dolphins

- (she took) (a) (little) girl(s) horse-riding/galloping

2 marks

3 marks

Unacceptable answers

you are comforting them through illness
often she gets sick and encounters pain

they have hopes and dreams
it gives you/them hope (and dreams)

Laponie (if no reference to "workshop")
Père Noel

to swim with dolphins

on the Provence/province

Irrelevant/Insufficient

in Provence with her brother(s) and sister(s)

(c) How can such experiences help an ill child?

2 marks

- give(s) them the strength/force/power to fight/combat/tackle their illness

OR

they forget (about) their illness

- (help(s) them/give(s) them the strength to) accept their (heavy) treatment(s)

forces them to
to beat/defeat their illness

Questions/Acceptable answers

4. Florence is now contented with her life. (lines 76-97)

(a) What balance has she achieved in her life?

1 mark

- she can devote/dedicate herself/her time to her (two) girls/daughters/children/family and do a job/occupation/work/something/(an) activity(-ies) she loves/is passionate about/fascinates her

(b) The organisation employs a psychologist. Why?

1 mark

- there can be difficult moments/it provides support for the volunteers/(voluntary) workers

(c) What do her daughters sometimes ask her, and how does she answer?

2 marks

- why are you/is she not paid?
- my/her salary/payment is the child's/children's smile(s)

Unacceptable answers

Irrelevant/Insufficient

concentrate (on)/consecrate herself
care for
she spends time with/is able to be
with her daughters
sharing time between
sons

when the situations are too difficult for
the volunteers

why don't you do a job that pays you?

it is not about the salary, it is about
the children smiling

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.

6. UNIT 1

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>Donc, chaque mois, elle part avec l'un d'eux</p> <p>Donc,</p> <p>chaque mois,</p> <p>elle part</p> <p>avec l'un d'eux</p>	<p>Therefore, each month, she leaves with one of them</p> <p>Therefore/So</p> <p>each/every month</p> <p>she leaves/goes (away/off)</p> <p>with one of them</p> <p>she takes one of them away with her</p>	<p>Then/But omission of <i>Donc</i></p> <p>this month</p> <p>goes out went/left is leaving</p> <p>with them with some/some of them with someone with each of them with a/one child</p> <p>she takes one of them out (with her)</p>	<p>day/minute</p> <p>shares spends time with helps/meets</p> <p>with one other with one or two with everyone with all of them with children</p>

UNIT 2

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>pour lui offrir un petit moment de bonheur.</p> <p>pour lui offrir</p> <p>un petit moment</p> <p>de bonheur.</p>	<p>to offer/give him/her/them a little moment of happiness.</p> <p>to offer/give him/her/them</p> <p>a/one (little/small) moment</p> <p>of happiness/joy/pleasure</p> <p>to treat them to a little moment of happiness</p>	<p>for offering</p> <p>omission/mistranslation of <i>lui</i></p> <p>time/while</p> <p>small amount</p>	

UNIT 3

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>« Ils ne demandent pas la lune, » nous dit-elle.</p> <p>« Ils ne demandent pas la lune, » nous dit-elle.</p>	<p>“They don’t ask (for) the moon/earth,” she tells us.</p> <p>“They don’t ask/aren’t asking (for)/cry(ing) for the moon/earth/world,” she tells us/says to us.</p>	<p>they didn’t ask for the moon [R.E.] demand/request/want the moon</p> <p>the stars/much/anything big/the impossible</p> <p>omission of <i>nous</i> told [R.E.]</p>	<p>it</p> <p>omission of <i>nous dit-elle</i> we said as they say she writes</p>

UNIT 4

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>« Ils sont réalistes et, en règle générale,</p> <p>« Ils sont réalistes</p> <p>et, en règle générale,</p>	<p>“They are realists/realistic and, as a general rule,</p> <p>“They are realistic/realists</p> <p>and, as a (general) rule,</p>	<p>They were [R.E.]</p> <p>generally (speaking)/in general a/the general rule is omission of <i>et</i></p>	<p>It is realistic They realise They have to be realistic</p> <p>in/by general rules</p>

UNIT 5

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>ont les mêmes passions que tous les enfants ! »</p> <p>ont les mêmes passions</p> <p>que tous les enfants ! »</p>	<p>(they) have the same passions as all children.”</p> <p>have /share the same passions/enthusiasms</p> <p>as all (of/the) children/kids/youngsters/every child!” [addition of “have”/”do”]</p>	<p>passion/interests/fascinations similar passions</p> <p>all the other children all these/those children like all the children</p> <p>all the children have the same passions</p>	<p>we have dreams/love/excitement(s) equal passions</p> <p>infants to/towards/for/with/about (the) children</p>

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?	<p>It is important to look carefully at which bullet points are better addressed.</p> <p>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.</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 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.</p>
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]