

[C059/SQP014]

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Higher  
French  
Paper I  
Reading  
Specimen Question Paper

Time: 1 hour

NATIONAL  
QUALIFICATIONS

30 marks are allocated to this paper. The value attached to each question is shown in the margin after each question.

You may use a French dictionary.

In this article you will read about how French attitudes to holidays have changed. Read the article carefully, then answer in **English** the questions which follow it.

### **Le Français en vacances: ce qui a changé**

Sur les bords de la Méditerranée, à Saint-Tropez ou ailleurs, le vacancier arrive. Il a des sandales aux pieds et il marche sur les sables chauds des plages surpeuplées. Comme l'année dernière et les années précédentes, il a réservé des chambres dans un bel hôtel pas trop loin de la plage. Les enfants vont jouer dans la mer pendant que maman passe la journée à se bronzer et que papa boit du vin avec le voisin.

#### **Les destinations ont changé**

Voilà l'image du passé. Maintenant le vacancier ne se lance plus vers le sud, le sable et la chaleur. Il cherche plutôt la campagne, la randonnée et les gîtes ruraux. La France est de venue, aux yeux des vacanciers, un patchwork magique de petits chemins et de paysages fleuris. Beaucoup préfèrent choisir maintenant les bords de rivière ou les petits villages silencieux loin des grandes routes au lieu des plages bondées de corps très bronzés.

Il ne faudrait pas croire cependant que les vacanciers ont déserté la côte française. Il y a toujours des centaines de milliers qui se ruent<sup>1</sup> dans les stations balnéaires. Mais le Français est aujourd'hui un peu plus exigeant: il veut que l'eau de mer soit claire et pas polluée. D'où la popularité de plus en plus marquée de la Bretagne. Elle est devenue la deuxième destination française des Français après la Côte D'Azur.

#### **Les loisirs ont changé**

En plus, les loisirs des Français ont changé en même temps que leurs destinations. Ils ne veulent plus les sports violents comme le squash, le jogging et autres tortures qui font du

mal partout. Les nouveaux vacanciers redécouvrent les plaisirs beaucoup plus paisibles de la marche à pied, excellente recette pour le maintien de la forme et la prévention des accidents cardiovasculaires. Ils continuent à aimer faire du vélo.

Sur les plages, hors-bord<sup>2</sup> et autres scooters des mers ne sont plus populaires. Ils sont trop bruyants, trop pollués pour ne pas dire trop dangereux pour le vacancier qui cherche le calme. Le nouveau passe-temps, c'est de construire et de peindre son propre bateau.

Très en vogue aussi, tous les articles et les vêtements des vacances à la campagne. Les tentes, sacs à dos, sacs de couchage, thermos, blousons confortables aux couleurs camouflage.

#### **La mode a changé**

La mode aussi a subi des changements. Finis les transistors et les maillots de bain fluorescents. Sur la plage, la femme à la mode porte cet été une tenue moins frappante, toujours bleue. Ses vêtements se sont féminisés. Elle se promène avec un sac en paille sur l'épaule et, sur le nez, elle a posé des lunettes avec montures interchangeables qu'elle peut assortir à son tee-shirt.

Son compagnon est lui aussi devenu plus sobre. Maintenant, il porte des vêtements en fibres naturelles, et il aime le style sportif américain, avec des tee-shirts XXL, extra-extra larges, qui laissent une impression de liberté. Seule fantaisie: une bandana à la corsaire sur la tête. S'il porte des lunettes, elles sont rondes à la Lennon, noires ou en écaille. Mais surtout pas (quelle horreur!) colorées.

**La façon de se bronzer a changé**

Et puis, si on veut vraiment bronzer, il faut le faire intelligemment, en bougeant et non pas bêtement étendu sur son drap de bain. Toujours très en vogue: le frisbee et le badminton. Tout nouveau, en revanche: le scatch, un jeu tout simple qui consiste à envoyer une balle que le partenaire rattrape avec un petit disque couvert de Velcro.

Pourquoi le vacancier français a-t-il fait tous ces changements? Alors il y a un peu de tout. L'amour de son pays, le désir d'être plus écologiste, la recherche d'un nouvel art de vivre.

<sup>1</sup>se ruer (dans): to dash (into)

<sup>2</sup>un hors-bord: speedboat

**QUESTIONS**

*Marks*

1. This article describes how French people's attitudes to holidays have changed.  
They have changed where they choose to go (lines 12–36).
    - (a) How has their choice of destination changed? **2 points**
    - (b) Why have they made this change? **2 points**
    - (c) Why has Brittany become even more popular? **1 point**
  
  2. Holiday activities have also changed (lines 37–62).
    - (a) Which kinds of activities are no longer popular? **2 points**
    - (b) What do holiday-makers now prefer to do? **2 points**
    - (c) Why have these changes happened? **2 points**
  
  3. Fashionable holiday-makers have also changed their style of dress (lines 63–85).
    - (a) How has women's dress changed? **2 points**
    - (b) What are the main features of men's holiday wear? **3 points**
  
  4. How has the attitude to sunbathing changed? **2 points**
  
  5. In the last paragraph (lines 97–101) the writer wonders why these changes have taken place. Give **two** of the reasons he suggests. **2 points**
- (20 points)**  
**= 20 marks**
6. Translate into English:  
"Comme l'année dernière . . . avec le voisin." (lines 5–11) **10**  
**(30)**

[END OF QUESTION PAPER]

[C059/SQP014]

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Higher  
French  
Paper I  
Reading  
Specimen Marking Instructions

NATIONAL  
QUALIFICATIONS

## French Higher I

- 1 This article describes how French people's attitudes to holidays have changed. They have changed where they choose to go (lines 12-36).
- a How has their choice of destination changed? **2 points**
- no longer rushing to sun and sand
  - instead choosing the countryside
- b Why have they made this change? **2 points**
- prefer peace and quiet
  - to crowded beaches
- c Why has Brittany become even more popular? **1 point**
- the water is clear/unpolluted
- 2 Holiday activities have also changed (lines 37-62).
- a Which kinds of activities are no longer popular? **2 points**
- violent/strenuous sports (**or** list)
  - noisy/polluting/dangerous activities (**or** examples)
- b What do holiday-makers now prefer to do? **2 points**
- gentle sports (**or** examples)
  - building/painting one's own boat
- c Why have these changes happened? **2 points**
- strenuous sports make you ache/gentle sports are good for you / your heart
  - speedboats etc are noisy/dangerous
- NB if the reasons required for the answer to (c) are contained in the answers to (a) and (b) **instead**, give the points in (a) and (b).

3 Fashionable holiday-makers have also changed their style of dress (lines 63-85).  
a How has women's dress changed? **2 points**

- softer colours/blue/less striking
- (more) feminine

b What are the main features of men's holiday wear? **3 points**

- less colourful
- natural fibres
- (very) loose fitting
- headband/bandanna
- John Lennon (sun) glasses/small, round glasses **3/5**

4 How has the attitude to sunbathing changed? **2 points**

- don't just lie (on the beach)
- move about/do some activity/sport (**or** name sports)

5 In the last paragraph (lines 97-101) the writer wonders why these changes have taken place. Give **two** of the reasons he suggests. **2 points**

- love of their country
- awareness of environmental issues
- looking for a new style of life

**20 points**  
**= 20 marks**

6 Translation sense units:

- 1 Like last year and the preceding years
- 2 he has reserved rooms in a fine hotel not too far from the beach.
- 3 The children will play in the sea
- 4 while mum spends the day sunbathing
- 5 and dad drinks wine with the neighbour.

Each sense unit to be awarded 2, 1 or 0 marks, according to the descriptions of performance in Translation provided in the Arrangements Document.

**10 marks**

[END OF MARKING INSTRUCTIONS]

[C059/SQP014]

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**Higher**  
**French**  
Paper II  
Directed Writing  
Specimen Question Paper

Time: 40 minutes

**NATIONAL**  
**QUALIFICATIONS**

15 marks are allocated to this paper.

You may use a French dictionary.

Write 150–180 words in **French** on the following situation.

Your school/college has organised an exchange with a similar school/college in a small town in France. You have just spent one month there, staying with someone of your own age and his/her family. On your return you have to write an account of your visit to send to the school/college in France.

**You must include** the following information and **you should try to add** other relevant details:

- how you felt about going to stay in France
- your first impressions on arriving
- what you liked/disliked about life in a French family
- what you liked/disliked when you went to the French school/college
- how you got on with your exchange partner
- how you felt when you left after your stay
- how you think you will get on with your French exchange partner when he/she comes to stay with you
- what leisure activities you will plan for him/her

[END OF QUESTION PAPER]



[C059/SQP014]

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Higher  
French  
Paper II  
Directed Writing  
Specimen Marking Instructions  
(See note on Page 2)

NATIONAL  
QUALIFICATIONS

## **French Higher II**

This paper will be assessed according to performance descriptors and pegged marks. Full details will be issued in due course.

[C059/SQP014]

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Higher  
French  
Paper III  
Listening Transcript  
Specimen Question Paper

NATIONAL  
QUALIFICATIONS

**This paper must not be seen by any candidate.**

The material overleaf is provided for use in an emergency only (eg the tape or equipment proving faulty) or where permission has been given in advance by the SQA for the material to be read to candidates with special needs. The material must be read exactly as printed.

**Instructions to reader(s):**

The dialogue below should be read in approximately 4 minutes. On completion of the first reading, pause for two minutes, then read the dialogue a second time.

Where special arrangements have been agreed in advance to allow the reading of the material, those sections marked (N) should be read by a female speaker and those marked

*Natalie asks Eric about the course he did when he was at school.*

N Alors, Eric, quelles matières as-tu étudiées pour le baccalauréat?

E Moi, j'ai fait une section économique et littéraire. C'est à dire que j'ai étudié de l'économie, beaucoup de mathématiques, des langues vivantes . . . l'anglais et l'allemand . . . enfin toutes sortes de sujets. C'était très général.

N Et ce choix de matières t'a plu?

E Non, pas du tout. Je ne voulais pas faire cette section. Je voulais faire une section avec une troisième langue vivante . . . avec de l'espagnol. Mais je n'ai pas pu parce que j'ai été dans un lycée technique. Au début, j'étais très malheureux là. Je ne voulais pas y aller. Mes parents m'avaient proposé d'aller dans un lycée privé qui se trouvait à vingt kilomètres de chez moi. Mais ça ne me disait trop rien. Alors je me suis dit que j'allais faire un effort quand même dans ce lycée technique.

N Et comment est-ce que ça s'est passé?

E Très bien! J'ai passé trois excellentes années dans ce lycée. On était une classe un peu particulière, un peu différente. Les autres classes préparaient des sections techniques pour être techniciens, pour être mécaniciens ou pour être cuisiniers. Mais nous non. Donc, ils ne nous aimaient pas beaucoup. Le reste du lycée pensait qu'on était des enfants de personnes très riches.

N Tu as dit que tu as fait beaucoup de mathématiques. Tu as aimé les maths?

E Enfin moi, en maths, j'avoue que je dormais. Les maths ne m'ont jamais intéressé. J'ai toujours été nul. Je n'ai jamais rien compris aux maths. Donc en général, je dormais. Pendant les interrogations, les tests, je regardais sur la copie de mon ami.

N Et comment as-tu trouvé tes professeurs?

E Je crois que, au lycée, le professeur que j'ai le plus détesté, c'était pas mon professeur de maths. C'était mon professeur d'allemand qui était affreux. C'était quelqu'un qui détestait les élèves. Je trouvais que l'allemand était très difficile surtout avec un prof qui n'aime pas ses élèves . . . qui n'aide pas . . . qui crie beaucoup et qui fait des commentaires pas très agréables pendant une heure.

N Merci, Eric.

[END OF TRANSCRIPT]

FOR OFFICIAL USE

Centre No.	Subject No.	<b>H</b>	Paper No.	Group No.	Marker's No.
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Examiner's Marks	
A	
B	

Total  
Mark

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[C059/SQP014]

**Higher  
French  
Paper III  
Listening/Writing  
Specimen Question Paper**

Time: 1 hour

**NATIONAL  
QUALIFICATIONS**

**Fill in these boxes and read what is printed below.**

Full name of school or college

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Town

--

First name and initials

--

Surname

--

Date of birth

Day Month Year

--	--	--	--	--	--	--	--

Candidate number

--	--	--	--	--	--	--	--	--	--

Number of seat

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**Do not open this paper until told to do so.**

Answer Section A in **English** and Section B in **French**.

**Section A**

Listen carefully to the tape with a view to answering, in **English**, the questions printed in this answer book. Write your answers **clearly and legibly** in the spaces provided after each question.

**You will have 2 minutes to study the questions before hearing the tape.**

The tape will be played **twice**, with an interval of 2 minutes between the two playings.

You may make notes at any time but only in this answer book. **Draw your pen through any notes before you hand in the book.**

Move on to Section B when you have completed Section A: you will **not** be told when to do this.

**Section B**

**Do not** write your response in this book: **use the 4 page lined answer sheet.**

You will be told to insert the answer sheet inside this book before handing in your work.

You may consult a French dictionary at any time during **both** sections.

Before leaving the examination room you must give this book to the invigilator. If you do not, you may lose all the marks for this paper.

*Marks*

**Section A**

Natalie asks Eric about the course he did when he was at school.

1. Give **two** of the subjects Eric studied. **2 points**

2. (a) Why was he not happy with this choice of subjects? **1 point**

(b) Why could he not get what he wanted? **1 point**

3. (a) At first, how did Eric feel about this school? **1 point**

(b) What suggestion had Eric's parents made? **1 point**

(c) What was Eric's reaction to this? **2 points**

*Marks*

**1 point**

4. How did things work out in the long run?

**1 point**

5. (a) How did the other classes differ from his?

**1 point**

(b) What did the other students think of Eric and his class?

**1 point**

6. (a) What did Eric think of Maths?

**2 points**

(b) What did he do in the Maths class?

**1 point**

7. (a) What did he think of his German teacher?

**2 points**

(b) Explain why he felt this way.

**(17 points)  
= 20 marks**

**Section B**

Eric nous a parlé de son attitude envers les matières qu'il a choisies au lycée. Et vous, qu'est-ce qui vous a influencé(e) dans votre choix de matières? Pensez-vous que vous avez fait un bon choix? Pensez-vous que le cours que vous suivez maintenant va vous être utile à l'avenir?

Ecrivez 120–150 mots pour exprimer vos idées.

**10**

[*END OF QUESTION PAPER*]

**(30)**



[C059/SQP014]

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Higher  
French  
Paper III  
Listening/Writing  
Specimen Marking Instructions

NATIONAL  
QUALIFICATIONS

## **French Higher III**

### **Section A**

- 1 Give **two** of the subjects Eric studied. **2 points**
- Economics
  - Maths
  - English )
  - ) **or** Modern Languages
  - German )
- 2/4**
- 2 a Why was he not happy with this choice of subjects? **1 point**
- wanted third Modern Language/Spanish
- b Why could he not get what he wanted? **1 point**
- technical school/school did not offer this
- 3 a At first, how did Eric feel about this school? **1 point**
- unhappy/didn't want to go
- b What suggestion had Eric's parents made? **1 point**
- that he go to a private school/another school 20 km away
- c What was Eric's reaction to this? **2 points**
- did not appeal to him
  - decided to stay where he was
  - would make an effort
- 2/3**
- 4 How did things work out in the long run? **1 point**
- fine/3 excellent years there

- 5 a How did the other classes differ from his? **1 point**  
- preparing to be technicians/mechanics/cooks
- b What did the other students think of Eric and his class? **1 point**  
- not much/rich children
- 6 a What did Eric think of maths? **1 point**  
- not interested/didn't understand/he was no good at it
- b What did he do in the maths class? **2 points**  
- slept  
- read his pal's paper for the answers in tests
- 7 a What did he think of his German teacher? **1 point**  
- hated him/thought he was awful
- b Explain why he felt this way. **2 points**  
- hated his pupils  
- unhelpful  
- shouted  
- made unpleasant comments

**2/4**

**17 points**  
**=20 marks**

French HIII Specimen  
Conversion Table

Points	Marks
17	20
16	19
15	18
14	16
13	15
12	14
11	13
10	12
9	11
8	9
7	8
6	7
5	6
4	5
3	4
2	2
1	1
0	0

**Section B**

This section will be assessed according to performance descriptors and pegged marks. Full details will be issued in due course.

[END OF MARKING INSTRUCTIONS]

**Summary of assessment procedures (Higher)**

**NB This Grid should be read in conjunction with the course and unit details**

**INTERNAL**

<b>UNIT Language</b>	O1 : S	Presentation on topic of choice; follow-up discussion
	O2 : L	1 text 2-3 minutes; responses in English; played up to 3 times
	O3 : R	1 text 400-450 words
	O4 : W	1 piece of supported writing, 150-200 words to specified headings (past experiences, leisure, aspirations)
<b>UNIT Extended Reading/ Viewing</b>	<b>Option A</b>	<b>Extended Reading/Viewing</b>
	O1 : S	Presentation and follow-up discussion on content of programme of study (texts/book/video)
	O2 : W	Writing to support presentation (100-150 words)
<b>UNIT Language in Work</b>	<b>Option B</b>	<b>Language in Work</b>
	O1 S	Presentation and discussion and interactional task based on programme of study (texts read, realia, letters, account of work experience abroad)
	O2 W	Practical writing (1 letter 100-150 words and 1 message 50-80 words)

**EXTERNAL**

Speaking	25%	(As for Units graded A-C)
Listening	20%	1 text 2-3 minutes, interview, played twice (20 minutes [40 for Writing])
Reading	30%	1 text 550-650 words (60 minutes), including translation into English
Writing	25%	Personal opinion 120-150 words, linked to Listening (40 minutes) Directed writing to stimulus in English 150-180 words (40 minutes)