

**2003 French**

**Higher – Listening/Writing**

**Finalised Marking Instructions**

## Higher French – Paper 2 Listening

### Questions/Acceptable answers

1. Tristan no longer goes on holiday with his parents.  
Why does he prefer not to go with them?

**2 points**

- They go abroad/he prefers/wants to stay in France
- They like exotic places/countries/he doesn't want to spend time/his holidays travelling
- He doesn't like hot countries/the heat

**(any 2 from 3)**

2. Tristan doesn't share his parents' holiday interests.  
How does each of his parents spend the holidays?

**2 points**

- Father visits/likes historical sites/sights/cities/holidays/museums
- Mother takes photos of ruins/old buildings/picturesque places

### Unacceptable answers

he can stay in France  
he stays at home  
he doesn't like the countries/places they go to  
he doesn't want to travel

the climate

he likes to do historic things

likes photography  
photos of places  
picturesque views/scenery  
going sightseeing and taking photographs

### Acceptable/Markers' Notes

he likes staying in France

Ignore: "Picturesque buildings and scenery"  
If particular people not specified - 2 points if at least 1 parent mentioned  
1 point if "they" is used  
1 point if wrong parent assigned to an activity

**Questions/Acceptable answers**

3. Tristan and his brother spend their holidays at their grandparents' house at Carolles

(a) Why does Tristan like this arrangement?

**1 point**

- His cousins are there/he is with his cousins/he meets/gets to know his cousins

OR

- active pastimes/it is more active/he can do lots of sports

(b) Why do his parents like this arrangement?

**2 points**

- They know he will be safe/secure/have security/be looked after/won't have to worry about him
- It costs less/saves money/is cheaper/is expensive if they all go

**Unacceptable answers**

cousin (singular)  
he likes his cousins  
the rest of his family

there are interesting things/more activities  
lots to do/lots for him to do  
lots of activities  
he is more active than his parents

know where he is  
he is with family

**Acceptable/Markers' Notes**

he likes seeing his cousins  
he can talk to his cousins

he can do active things

he will be ok

it is cheap  
it doesn't cost anything

**Questions/Acceptable answers**

4. Why does Tristan get on so well with his cousins?

**2 points**

- They share/have the same/similar interests/hobbies  
They like (to do) the same/similar things/sports  
They like watersports and walking
- They don't see each other often/there is (always)  
lots to talk about/new things to say/tell

5. How do the grandparents accommodate everyone at Carolles?

**2 points**

- Tent in garden/they camp in the garden
- Basement/cellar converted to bedroom/bedroom in  
basement/cellar

**Unacceptable answers**

they are same age  
they are similar  
they have lots in common  
they all like sports  
they are sporty, like him

lots to do  
they only see each other (about)  
once a year  
there is something to talk about

grandparents/aunts in tent  
stay outside  
sleep in garden

**Acceptable/Markers' Notes**

rambling/hiking/walking with them  
ignore a wrong sport if the point  
has already been awarded

there is always something to talk  
about

converted into a room

**Questions/Acceptable answers**

6. What rules do the grandparents insist on?

- Eat together at midday  
eat lunch/dinner together  
all eat at midday  
lunch is always at 12
- Say where they are going/plan to go in the evening/at night

**2 points**

7. Tristan welcomes the peace and quiet of Carolles as a break from school

(a) What stresses does his school routine put on him?

- Hectic/busy/full/heavy/timetable/schedule/lots of classes
- Homework/maths/schoolwork at weekend
- Private maths lessons/tuition/maths tutor

**3 points**

(b) How does his parents' attitude contribute to these stresses?

- They are ambitious for him/have high hopes/expect/want him to do well
- They want him to have good/better/best/marks/grades/results

**2 points**

NOTE: if "Private maths lesson" is given in answer to (b) instead of (a) – transfer the point!

**Unacceptable answers**

they must eat at midday  
they eat at same time

say if they plan to go out

the amount of work  
his daily plan/workload/routine is hectic  
a heavy workload  
lots of homework  
homework every day  
extra maths  
maths after schoo  
has problems with maths

force him to do well  
pressure him/moan at him

**Acceptable/Markers' Notes**

12pm/12am

a heavy day

top grades/full marks/perfect marks

**Questions/Acceptable answers**

8. (a) How does Tristan feel about household chores, when at Carolles?

- They are fun/enjoyable/amusing/entertaining/funny/he likes them

(b) Why does he feel like this?

- Not forced to do them

OR

- he is/you are relaxed on holiday

NOTE: if "They are fun" is given in answer to (b) instead of (a) – transfer the point!

If the answer to (b) is given under (a), transfer the point

**1 point**

**1 point**

**(20 marks)**

**Unacceptable answers**

he doesn't mind them  
they don't bother him

it helps him to relax  
it is relaxing/it is relaxed/it is a rest  
from home/housework is different  
on holiday/he likes going to market

**Acceptable/Markers' Notes**

he enjoys them  
he is happy to do them  
they are a laugh

## Higher Writing

Tasks: Directed writing, addressing 6 bullet points.  
Follow-up essay from Listening stimulus.

- Assessment Process:
- 1 Assess the overall quality of the response and allocate it to a category/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	CRITERIA	PAPER I	PAPER II
Very Good	The language is mostly accurate. Can form complex sentences, including a range of structure and vocabulary, and makes appropriate use of learned material. Content addresses the topic fully, and is presented in a clear and structured manner.	15	10
Good	The language is clearly comprehensible throughout, and fairly free of serious errors. Contains a reasonable range of vocabulary and structures. Content is fairly predictable but is mostly relevant and has an adequate sense of structure.	12	8
Satisfactory	The language is sufficiently accurate to convey meaning clearly. Errors may be quite frequent but will not be serious. Can handle tenses, but relies on a limited range of vocabulary and structures. There may be some awkward use of memorised material. Content is free of serious irrelevancies and has some sense of structure.	9	6
Unsatisfactory	The language is insufficiently accurate to convey meaning clearly and consistently. Very limited range of vocabulary and structures. Inappropriate use of learned material, and possibly some unidiomatic translation from English. Content may be partially irrelevant (Essay) and lacking in structure.	6	4
Poor	The language contains frequent basic errors and/or other tongue interference which seriously impede communication. Content may be seriously deficient and unstructured or (Essay) partly irrelevant.	3	2
Very Poor	Largely incomprehensible to a native speaker. No redeeming feature or (Essay) totally irrelevant.	0	0

[END OF MARKING INSTRUCTIONS]