

2003 French

Higher – Reading & Directed Writing

Finalised Marking Instructions

2003 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 point; a word or concept printed in bold type must be evident within an answer before the point 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 points 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.

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. The total number of marks gained will, where necessary, be converted to a score out of 10.

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.

Higher French – Reading and Directed Writing

Questions/Acceptable answers

1. Young people in France often chose to have a “Gap Year”.
(lines 1 – 17).

(a) When do they normally take it?

1 point

- between the end of school/the school term/lycée and the start of further education/university
- OR
- after school and before university

(b) What puts some of them at a disadvantage when they first arrive in Britain?

1 point

- they do not know anyone
- OR
- they cannot speak English/the language (very well/fluent)

(If in (c), can be transferred to (b), but only if no point is clearly given for (b))

(c) What **two** difficulties face them at this point?

1 point

- (find) accommodation/housing/lodging/somewhere to live and/or a job/work
- (If in (b) can be transferred down)

Unacceptable answers

after the last year of secondary school (on its own)
academy

cannot communicate
they don't meet people
they can't get to know people
common/everyday English
(ie a particular type of English)
doesn't speak enough

a residence

Acceptable/Markers' Notes

université
continuation/return to/resumption of studies

the language barrier
don't speak English quite fluently
They don't speak much/enough English

Questions/Acceptable answers

2. Ludovic Bessière is the director of the Centre Charles-Péguy in London. (lines 18 - 45)

(a) What was the original purpose of the centre when it was created in 1954?

2 points

- cultural events and English lesson(s)/courses/teaching English
- for young French (people) arriving in/coming to London/the capital

(b) Why, according to M Bessière, do so many young people arrive with so little money?

1 point

- they expect to find a job easily/within two days/at end of two days/soon/quickly/straightaway/immediately

(c) What advice does his centre give them about accommodation for the first few nights?

1 point

- book a youth hostel in advance/ahead/before you arrive

Unacceptable answers

to help improve their English

omission of verb
who came to arrive in
who like to come to
Britain/UK
children

for a few days
"they are going to get work" – (no time stated)

Acceptable/Markers' Notes

to organise the first cultural events

past tense: came to/went
...are going to

the British capital
youths

"a job with tips" (and time)

a room, bed, place (in a YH)
(booking can be made by any means they like)

Questions/Acceptable answers

- (d) What other early expenses should they budget for?
- the deposit/surety/guarantee/security for/on a flat/room/bedroom
 - underground/métro/subway ticket/card/pass/the cost of the subway

2 points

3. François Guérin has found a job in a restaurant. (lines 46 – 72)

- (a) What other types of work do most gap-year students end up in?
- Sales/retail/selling/sales assistant/shop assistant/shop work
 - teaching French

2 points

Note: the selling and the teaching of French = 1 point

- (b) What does François find difficult about working in a restaurant?
- having to be alert/at your peak/maximum/best all the time/always
 - smiling when you are tired

2 points

Unacceptable answers

deposit
 guarantee/security **OF**
 the room guarantee/safe
 money (on a flat)/rent/to
 secure a flat
 bus/train pass
 map/"the underground"

vending/working in auction
 houses/marketing

doing French education
 work as school assistant
 helping French teachers
 teaching in French

agile/nimble/brisk/lively/to be
 on the alert

be happy/laugh/get on
 with/smiling with people

Acceptable/Markers' Notes

down payment

fares/tickets
 travel card for the underground
 season ticket
must mention the
 "underground"

catering (or any other
 rendition) is irrelevant
 sales industry

he doesn't find it easy to smile
 when you are tired
 you have to smile at people
 when you are tired

Questions/Acceptable answers

- (c) How does he deal with difficult customers?
- tells them that he does not cook/prepare the meal(s)/dish(es)/food
 - tells them to moan/complain/to see/speak with the management/manager/director/owner
- (d) Why does he want to save money for the following year?
- so that his parents do not have to pay for his studies
OR
 - not like other students who get money from parents

2 points

1 point

Unacceptable answers

- plates/it's not his food
he doesn't put the food on the plates
- he gets/tells the manager
they complain to the manager
he lets the manager deal with it
- to finance his studies
pay for the studies himself (no mention of parents)
fund studies mainly from parents
upper/superior studies

Acceptable/Markers' Notes

- He's not the cook/doesn't make the food
courses/food on the plate
- She
- need not explicitly say 'money'
- higher/further studies

Questions/Acceptable answers

4. Florence Beaudon also has a job in London. (lines 73 – 90)

(a) Why does she think that she is particularly lucky in the job she has found?

- it is in the area that she wants to make her career in/it is in a newspaper office which will prepare her for her career (implied)/corresponds with her ambitions/she wants to study journalism/be a journalist

(b) What further benefit will her experiences in Britain bring her?

- she is learning English/a foreign language/doing a course in English

Note: the answer to (a) “she wants to study journalism” may be given **and accepted** in (b) but only if the candidate has not been awarded a point for (a).

1 point

1 point

Unacceptable answers

[Must be a clear link between the areas of work, therefore not:]
Has found a job that will prepare her for future.
Can acquire experience for a job in the future.
She is working for a national newspaper

[Doesn't include lessons, or say that the improved English is adequate/she 'speaks' English]
Her English will be much improved
[no 'comm/appendre']

Acceptable/Markers' Notes

Has found work that corresponds with her ambitions.

She has learned/can/will be able to speak English.

Her hours allow her to take English lessons

Questions/Acceptable answers

5. A Gap Year in Britain can be both daunting and rewarding.
(lines 91 – 104)

(a) Why do the young French people often find the first month difficult? **1 point**

- it can be their first time away from home/their family/without their family

never been away from home before

(b) How can their experiences help them later to find a permanent job? **1 point**

- (it shows that) they are independent of their parents/family/ adaptable

Unacceptable answers

can be easily adapted

Acceptable/Markers' Notes

(not necessary to mention 'employers')
Being away from home (implies parents)
Independent from

(20)

6 UNIT 1

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>Situé en plein cœur de Londres,</p> <p>Situé</p> <p>en plein coeur</p> <p>de Londres</p>	<p>Situated in the (very) heart of London</p> <p>situated/located/set</p> <p>right in the heart</p> <p>of London</p>	<p><u>at</u> the heart</p> <p>placed/sited</p> <p>middle/centre</p> <p><u>directly/fully</u> in the heart/deep</p> <p>in the <u>absolute</u> heart of</p>	<p>near the heart</p> <p>in the <u>solid</u> centre/main/heart</p> <p>in the <u>full/big/busy/open</u></p> <p>in the middle of/the heart of London</p> <p>Londres</p>

6 UNIT 2

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>cette association existe pour aider</p> <p>cette association existe pour aider</p>	<p>this organisation exists to help</p> <p>this organisation/association exists/is there (in order) to help/assist/aid/support</p>	<p>the/that</p> <p>is</p> <p>for helping for the help of for to help</p>	<p>omission an</p> <p>existed/was created aims to</p>

6 UNIT 3

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>les jeunes Français âgés de 18 à 30 ans</p> <p>les jeunes Français</p> <p>âgés de 18 à 30 ans</p>	<p>young French people (aged) between 18 and 30</p> <p>young French people/persons the young French people</p> <p>aged between 18 <u>and</u> 30 (years) between 18 <u>and</u> 30 (years old) 18 to 30 years old from/of (the ages of) 18-30 between the ages of 18 and 30 years old</p>	<p>French young people the young French</p> <p>who are ... between 18 <u>to</u> 30 years old ages of 18 to 30 between <u>age</u> of 18 + 30</p>	<p>omission of young/French French youths/youngsters children/teenagers/students</p> <p>aged 18 and 30 wrong numbers ageing</p>

6 UNIT 4

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>qui souhaitent passer un an en Grande-Bretagne</p> <p>qui</p> <p>souhaitent</p> <p>passer un an</p> <p>en Grande-Bretagne</p>	<p>who are hoping to spend a year in (Great) Britain</p> <p>who</p> <p>hope/wish/want are hoping/wishing/wanting wishing to (if it links well with the previous unit)</p> <p>to spend a/one year</p> <p>in (Great) Britain/UK</p>	<p>inclusion of 'and'</p> <p>which/that</p> <p>wished <i>(check for repeated error: existed)</i></p> <p>to pass/stay to go/come to for</p> <p>who wished to come to Britain for a year</p>	<p>to spend <u>time</u></p> <p>Grande-Bretagne Brittany</p>

6 UNIT 5

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>pour améliorer leur anglais</p> <p>pour améliorer</p> <p>leur anglais</p>	<p>(to) improve their English</p> <p>(in order) to improve as a way to improve for the improvement of</p> <p>their English thier</p>	<p>to perfect (in/for) <u>improving</u> for to improve (repeated error if already penalised in unit 2) there/they're</p> <p>who hope that their stay in Britain will improve their English = 1 (follow on mistake from unit 4)</p>	<p>learn</p>

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]