

**2004 French**

**Higher – Reading & Directed Writing**

**Finalised Marking Instructions**

## **2004 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.

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, points should be totalled and written on the inside margin as a mark out of 20.

## Higher French – Reading and Directed Writing

### Questions/Acceptable answers

1. The author describes Nepal as a paradise on earth for hikers.  
(lines 1-33)

(a) What in particular attracts hikers to Nepal? **2 points**

#### Scenery

- Sublime/amazing/outstanding/superb/scenery  
lovely/views/  
landscape/countryside

OR

- Valley of Katmandu **and** temples **and** ceremonies

OR

- National parks (in Nepal) **and** tiger **and** rhino

#### Mountains

- The **highest** summits/peaks/tops/mountains (in the world)

OR

- (known as) the roof of the world

(b) Why is the Terai region especially worth a visit? **2 points**

#### Any 2 from 3

- It borders/forms/runs along the border between India and Nepal  
It forms the Indo-Nepalese border

- It is fascinatingly beautiful  
It is fascinating **and** beautiful  
It is **extremely** beautiful

- Tourists do not know about it/it is unknown to/unspoiled/  
ignored by tourists/there are not many tourists

### Unacceptable answers

good/nice  
environments

really high mountains  
it has highest summit in the world

it is the frontier of Indo-Nepal

it is beautiful  
it is fascinating  
it is a fascination of beauty

the region ignores/is ignorant of  
tourists/is not touristy

### Acceptable/Markers' Notes

surroundings

**Questions/Acceptable answers**

- (c) What is the advantage of walking through the villages?  
**1 point**
- You will experience/see/meet/feel/be close to/come in contact with the (extreme) kindness of the people/inhabitants/  
you will see how kind/nice the people are

- (d) Why does the author recommend that you should hire a sherpa guide?  
**2 points**
- To understand/learn/find out about the traditions **and** the everyday lives (of the Nepalese people)
  - To avoid (having to worry about) organising (things)/to avoid all the organisation/he will take care of organising the trip

2. A sherpa guide, Tsering, helped the author's group through the mountains. (lines 34-69)

- (a) Why was the name 'sherpa' given to mountain guides?  
**1 point**
- They/these men are the **best** climbers (in the world)/the sherpa tribe produces the **best** climbers

**Unacceptable answers**

the near extreme kindness  
gentle/friendly

the organisations  
an organisation

the men were good/better climbers  
they know the mountains best  
sherpa means "guide of the high mountains"  
it is the name of the tribe that they come from

**Acceptable/Markers' Notes**

realise/be aware of

misspelling of Nepalese

rock climbers

**Questions/Acceptable answers**

(b) Why was Tsering a good choice of guide for the author's group?

**2 points**

- He is French – speaking/he speaks/spoke French
- He found a route(s)/path(s)/hike(s)/walk(s) that was/were not too difficult for them/that was/were suitable for them

(c) Give an example of the 'marvels' that Tsering showed the group.

**1 point**

**Any 1 from 2**

- A bridge **and one detail**  
eg a bridge at (height of) 3500m  
a bridge (suspended) over a raging river/torrent

OR

- A (Buddhist) monastery (perched) on a mountain top/summit/peak

(d) What **two** pieces of equipment does the author mention, and, why do you need them?

**2 points**

- Sunglasses/goggles against the glare/(dazzling) light/brightness **of the snow**
- (Telescopic walking-) stick(s) to help when **going down** (rocky slopes)

Note: "Sunglasses and telescopic sticks" (ie the two pieces of equipment alone) = 0

**Unacceptable answers**

he works for a French agency  
he found a place ....  
he checked their cards and ....  
(mention of cards negates)  
he put their safety above everything

a point  
a stream  
feet/yards

a Buddhist place  
a huge Buddha perched ....  
(do not accept 3,500m with the monastery)

glasses  
sunglasses to protect against the snow  
telescopes and .... (negates)  
when climbing up  
rod

**Acceptable/Markers' Notes**

francophone

A suspension bridge  
'torrent' (without 'raging')

any spelling of Buddhist

pole(s)

**Questions/Acceptable answers**

3. You can easily find accommodation in Nepal, no matter what your budget. (lines 70-100)

(a) What kind of accommodation can you expect for 3 or 4 euros per night? **2 points**

- A modest/basic **and** clean/tidy room
- A shared/communal/group **and** cold shower  
there is only one cold shower  
there is a cold shower for everyone to use

(b) You will always be served ‘dal baht’ to eat. How should you eat it? **1 point**

- With your fingers/hands by making (little) balls/in balls with your fingers

(c) Why does the author believe that you should not object to being served ‘dal baht’ at every meal? **1 point**

- It **only** costs 2 euros [insist on the price]  
it costs 2 euros so it’s not expensive  
so it’s a bargain/cheap  
so it doesn’t matter  
so who cares

(d) What luxuries of the Hotel Dwarika will guarantee you a good holiday? **3 points**

[insist on an adjective]

- (Quality of) its Nepalese/national/traditional cooking/cuisine (in its restaurant)
- Its traditional **and** Nepalese architecture/its traditional architecture of Nepal
- Its (bed)rooms decorated with **objects** typical of the country/with typical **objects** of the country

**Unacceptable answers**

small/proper

bowls  
finger

it doesn’t even cost 2 euros  
it costs less than 2 euros  
it costs 2 euros to make it/to import it  
it is the main dish of the region

international

decorated in the style typical of the country

**Acceptable/Markers’ Notes**

modest but tidy

Cuisines/food

## 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.

<b>Category</b>	<b>Mark</b>	<b>Description</b>
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.

**Questions/Acceptable answers**

4. Mais Tsering mettait ... qualité est important: (lines 57-64).

- But Tsering put our safety / security above everything (else).

Avant le départ, il vérifiait chaque matin

- Before we left / leaving each morning, he checked

qu'il y avait toujours un village à moins de trois heures de marche.

- (that) there was always a village less than 3 hours walk away.

Comme tous les guides de montagne, il savait

- Like all (the) mountain guides, he knew

à quel point un équipement de qualité est important.

- how important good / quality equipment is.

**Unacceptable answers****Acceptable/Markers' Notes**

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>Mais Tsering mettait notre sécurité avant tout</p> <p>Mais</p> <p>Tsering mettait</p> <p>notre sécurité</p> <p>avant tout</p>	<p>But Tsering put our safety above everything (else)</p> <p>But/however</p> <p>Tsering put/placed/set Tsering would put/place/set Tsering used to put/place/set</p> <p>Our safety/security</p> <p>Above everything (else) anything all</p> <p>Before everything anything all</p> <p>First</p>	<p>Thought about/valued/considered Made sure Ensured Was putting Addition of 'always'</p> <p>Your</p> <p>Up front As a priority [any rendering of priority]</p>	<p>Treated Puts (then RE) Had put</p> <p>In front Before his own</p>

6 UNIT 2

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>Avant le départ, il vérifiait chaque matin</p> <p>Avant le départ</p> <p>il vérifiait</p> <p>chaque matin</p>	<p>Before leaving each morning he checked</p> <p>Before leaving/he/we left Before departing/setting out/starting out Before (the/our) departure</p> <p>He checked/made sure/verified/confirmed</p> <p>He would/used to check/make sure/verify/confirm</p> <p>Each/every morning in the morning(s)</p>	<p>Before <u>you</u> left [NFPIRE] Before the start/starting</p> <p>Check for repeated error of tense</p>	<p><u>They</u> checked</p>

6 UNIT 3

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>qu'il y avait toujours un village à moins de trois heures de marche</p> <p>qu'il y avait</p> <p>toujours</p> <p>un village</p> <p>à moins de</p> <p>trois heures de marche</p>	<p>(That) there was always a village less than 3 hours walk away</p> <p>(That) there was/would be</p> <p>Always</p> <p>A/one village</p> <p>Less than/at less than No further than/no more than Within Within less than</p> <p>3 hours walk/walking/(away)/march 3 hours walking distance away Less than 3 hours away on foot</p>	<p>If There <u>is/will be</u> (unless repeated error)</p>	<p>Still/omission</p> <p>A town</p> <p>At least <u>No</u> less than After less than</p> <p><u>From</u> the walk/where they were walking Market</p>

6 UNIT 4

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>Comme tous les guides de montagne, il savait</p> <p>Comme</p> <p>tous les guides de montagne</p> <p>il savait</p>	<p>Like all (the) mountain guides, he knew</p> <p>Like/as with/.... Along with ....</p> <p>All (of) the mountain guides every mountain guide</p> <p>He knew/was aware/realised He would know/be aware/realise</p>	<p>As like .... As ....</p> <p>Guides <u>in/on</u> the mountains</p>	<p>How</p> <p>Guides <u>of the</u> mountain</p> <p>He <u>had to</u> know</p>

6 UNIT 5

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
à quel point un équipement de qualité est important	How important quality equipment is	The importance of good quality equipment	
à quel point	How/just how To what/which point/extent/degree	He knew <u>that</u> good quality equipment is important	<u>At</u> what/which point when and where
un équipement de qualité	Quality/good equipment/kit Equipment of quality A piece of quality equipment	<u>The/a</u> quality equipment	
est important	Is/was important		

## 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]