



2010 French

Higher – Listening/Writing

Finalised Marking Instructions

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Marking Instructions

Questions/Acceptable answers	1 mark	Unacceptable answers	Acceptable
<p>1. What was unusual about this holiday for Annie?</p> <ul style="list-style-type: none">• It was the <u>first</u> (time/holiday/year) without her parents/family/alone/with her friends/alone with her friends OR they had made all the reservations themselves	1 mark		
<p>2. Why had her group got on so well together?</p> <ul style="list-style-type: none">• They were of the same age• They were (all) in the same class(es)/in her class(es)	2 marks	<p>Same interests They were all girls/friends</p> <p>Same year Took some classes together</p>	
<p>3. How had they prepared for the holiday?</p> <ul style="list-style-type: none">• They had saved up (for a year/all year)	1 mark	<p>They worked to raise money They rented a flat Made economies</p>	

Questions/Acceptable answers	3 marks	Unacceptable answers	Acceptable
<p>4. What did they like about their flat?</p> <ul style="list-style-type: none"> • They did not (have to) get up/wake up (early) for breakfast OR as in a hotel • They could play/listen to music/chat/gossip/talk/speak (almost) all night/late at night/into the night/till late/late in the evening They could stay up late chatting • There was a balcony and (a) pool/garden(s) • They could cook meals (If not used in Q. 5) 	3 marks	<p>They could get up whenever they wanted They didn't have to get up early For lunch</p> <p>In the evening/every evening Until midnight At night</p> <p>There was a swimming pool and garden</p> <p>It was cheaper</p>	Acceptable
<p>5. How did living in a flat save them money?</p> <ul style="list-style-type: none"> • They spent less/saved money on food OR they could cook/prepare (simple) meals or food/eat in/it was self-catering OR they did not have to go to restaurants/eat out/restaurants are expensive 	1 mark		Acceptable

Questions/Acceptable answers	2 marks	Unacceptable answers	Acceptable
<p>6. (a) What opportunities did they have to practise their Spanish?</p> <ul style="list-style-type: none"> When ordering (food)/With the waitress(es)/waiter(s)/server(s)/staff in the/a <u>local/nearby</u> café(s)/on the corner OR <u>that they ate in</u> With a/the boy(s)/(young) man/men (whom they met) at the (night) club/disco 		<p>With the waiters in a small café</p> <p>In bars/pubs When they went out dancing</p>	
<p>(b) How did people react to their efforts?</p> <ul style="list-style-type: none"> They found the girls' (Spanish) <u>accent/pronunciation</u> amusing/funny/entertaining 	1 mark	They found it very funny	

Questions/Acceptable answers	1 mark	Unacceptable answers	Acceptable
<p>7. (a) What did she especially like about holidays with her friends?</p> <ul style="list-style-type: none"> You can do <u>what</u> you want/choose <u>what</u> to do, <u>when</u> you want to 	1 mark	Having more freedom	
<p>(b) Name one advantage of going on holiday with parents that she mentions.</p> <ul style="list-style-type: none"> You feel/It is safe/safer/secure/more secure/It gives security (when they are there) OR There are fewer preparations to make/do/You have to prepare less/they do the preparations 	1 mark	Protected They look after you They pay for everything You are more prepared	

Questions/Acceptable answers	3 marks	Unacceptable answers	Acceptable
8. What does she dislike about going on holiday with her dad?		At a good hour/time At a reasonable hour At a certain time <u>He</u> gets up early	Wake up
<ul style="list-style-type: none"> • He insists that they get/she gets up early OR They have/She has to get up early • He wants to be busy/active/doing something all the time/always OR He wants to do lots of things/activities/He hates doing nothing 		Every day He likes to do activities He wants to do everything	
<ul style="list-style-type: none"> • He takes photos <u>all the time</u>/He is <u>always</u> taking photos OR He takes loads/lots of photos OR He takes photos of everyone/everything 		He takes photos A lot of the time	
<ul style="list-style-type: none"> • He hates/detests (sitting on/going to) the beach 		At night/In the evening (negates) He doesn't like the beach <u>She</u> hates the beach	
	(Any 3)		

Questions/Acceptable answers	2 marks	Unacceptable answers	Acceptable
<p>9. (a) What plans does she have for next year's holiday?</p> <ul style="list-style-type: none"> • (A long/big/grand trip) with her parents to Australia • (invited) to her cousin's wedding 	2 marks	<p>Sydney</p> <p>To visit her cousin For a wedding/family wedding</p>	
<p>(b) Why is she looking forward to visiting Sydney?</p> <ul style="list-style-type: none"> • (she is told) it is (a) marvellous/wonderful/great/amazing (city) • To water-ski (in the bay)/do a bungee jump 	2 marks	<p>Beautiful</p> <p>Surfing Watersports Skiing</p>	

Higher Writing

Task: Short essay

Assessment Process: • With reference to *Content, Accuracy and Language Resource*, assess the overall quality of the response and allocate it to a pegged mark.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Very Good	10	<ul style="list-style-type: none"> • The topic is 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 and constructions is used. There may also be a variety of tenses. • Overall this comes over as a competent, well thought-out response to the task 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	8	<ul style="list-style-type: none"> • The topic is addressed, generally quite fully, and some complex sentences may be included. • 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. • At times 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	6	<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. The topic may not be 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. 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 go the town. While the language may be reasonably accurate at times, the language structure may deteriorate significantly in places. 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 present tense of most verbs. A limited range of verbs is used. Candidate relies on a limited range of vocabulary and structures. Where the candidate attempts constructions with modal verbs, these are not always successful. Sentences may be basic and mainly brief. There is minimal use of adjectives, probably mainly after “is”, eg My friend is reliable. The candidate has a weak knowledge of plurals. There may be several spelling errors, eg reversal of vowel combinations.
Unsatisfactory	4	<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</i>, <i>to have</i>, <i>to play</i>, <i>to watch</i>. While the language used to address the more predictable aspects of the task may be accurate, serious errors occur when the candidate attempts to address a less predictable aspect. The Personal Response 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. Overall, there is more incorrect than correct. 	<ul style="list-style-type: none"> The candidate copes mainly only with predictable language. 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	2	<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 1 or 2 basic verbs, frequently “has” and “is”. • 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. 	<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 exceeds the recommended word count?	This in itself need not be important, although it is important to be clear that it is possible to attain top marks, if the writing does not exceed 120 words. It is important to assess what has been written – sometimes by exceeding the word count the candidate’s control of the language deteriorates and this has to be reflected in the mark awarded.
the candidate has been asked to address a topic with two aspects but only addresses one of these?	In such a case the candidate is deemed to have not addressed the task fully. The quality of the language should be assessed and the writing should then be placed in the next category down, eg if the writing would otherwise have been awarded 8, it should instead be awarded 6.
some parts of the writing fit into one category but others are in the next, lower category?	If the better sections contain more sophisticated language, it may still be appropriate to choose the higher marks. However, if the better sections contain relatively basic constructions and attempts to use more sophisticated language are unsuccessful, then it is most likely that the writing is at the 6/4 interface and the Marking Criteria should be used to help the marker come to a final decision.
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.

[END OF MARKING INSTRUCTIONS]