



National  
Qualifications  
2019

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**2019 French**  
**Reading**  
**Higher**  
**Finalised Marking Instructions**

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## General marking principles for Higher French Reading

*Always apply these general principles. Use them in conjunction with the detailed marking instructions, which identify the key features required in candidates' responses.*

- (a) Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.
- (b) If a candidate response does not seem to be covered by either the principles or detailed marking instructions, and you are uncertain how to assess it, you must seek guidance from your team leader.
- (c) Award a mark for each answer. Marks are not transferable between questions and the answers for each question must come from the item.
- (d) Marks are available as follows:
  - (i) The first set of questions (worth 18 marks in total) asks candidates to provide answers based on comprehension of information from the text. There are generally 1-3 marks available for each question.
  - (ii) The penultimate question is the overall purpose question, and candidates must identify the overall purpose of the text and draw meaning from their overall understanding of the text. There is a maximum of 2 marks available for reference to the text and detailed comment. Pegged mark descriptors (2/1/0) and associated commentary are available, along with further guidance, in the detailed marking instructions.
  - (iii) The last question is the translation. For this question, candidates must translate the underlined section of the text. The section for translation is divided into five sense units. For each sense unit, award 2, 1 or 0 marks: 2 marks for a full translation, 1 for partial translation, and 0 for an unsuccessful attempt.
- (e) Award marks according to the accuracy and relevance of the candidate's answers. Award marks where the answer is accurate but expressed in their own words.

Marking instructions for each question

Question		Expected response	Max mark	Additional guidance
				<b>Do not accept:</b>
1.	(a)	<ul style="list-style-type: none"> <li>• <u>save</u> (money) for/finance/financing your studies/education</li> <li>• <u>pay</u> for (their/your) <u>driving</u> licence/permit</li> <li>• treat yourself to/buy/pay for/get <u>designer/branded</u> clothes/clothing</li> </ul> <p>Any 2 from 3</p>	2	<p>make money</p> <p>pay for driving/driving lessons</p>
	(b)	<ul style="list-style-type: none"> <li>• overwhelmed/very busy/overloaded (during the summer/holiday season)</li> <li>• to replace/stand in for employees/staff/workers/wage earners/salaried people <u>who go on holiday</u></li> </ul>	2	<p>excess load</p> <p>busy (without very)</p> <p>salary/salaries</p> <p>salary workers</p> <p>replace the wages/salaries</p>
	(c)	<ul style="list-style-type: none"> <li>• not having any/having no/lacking <u>work</u> experience/experience of the world of <u>work</u></li> <li>• (sometimes) lacking maturity/are not mature enough/they are less mature</li> </ul>	2	<p>less/little</p> <p>has no experience (without work)</p> <p>not mature</p> <p>fail on maturity</p>

Question		Expected response	Max mark	Additional guidance	
				<b>Do not accept:</b>	
2.	(a)	<ul style="list-style-type: none"> <li>do not wait until/decide/apply at the last minute/moment (to look/search for/apply for a job)</li> </ul>	1	to wait for the right moment	
	(b)	<ul style="list-style-type: none"> <li>do you (just) want to earn money/are you in it for the money/just to earn money</li> <li>(or) get/have a (true/real/genuine) experience for your/the <u>future</u></li> <li>would you prefer to/rather work with <u>children/kids, behind a desk or outdoors/outside</u></li> </ul> <p>Any 2 from 3</p>	2	<p>do you want a fair wage?  how much money you wish to earn  to earn good money  to be given money</p> <p>real experience of the future</p> <p>infants/young people/teenagers  behind an office/in a back office</p>	
	(c)	(i)	<ul style="list-style-type: none"> <li>a job involving contact with the public/interacting/working/talking with the public (such as a waiter)</li> </ul>	1	waiter (on its own)
		(ii)	<ul style="list-style-type: none"> <li>doing/washing the dishes/doing the washing up/a dish washer in restaurants</li> <li>pick (up)/gather/collect fruit <u>and</u> vegetables in <u>southern countries/countries in the south</u></li> </ul> <p>Any 1 from 2</p>	1	<p>diving  a washer in a restaurant</p> <p>selling  in the south of the country/countries  in south</p>

Question		Expected response	Max mark	Additional guidance
				Do not accept:
3.	(a)	<ul style="list-style-type: none"> <li>her <u>best</u> friend <u>who worked there</u> (for the second year)</li> </ul> <p>NB: ignore tense error.</p>	1	
	(b)	<ul style="list-style-type: none"> <li>look for/collect/get/find wood for the (evening) (camp) fire</li> <li><u>check</u> the tyres <u>and</u> brakes on the <u>bikes</u></li> <li>(every other night), sort the rubbish/waste <u>and</u> separate/recycle the plastic <u>and</u> glass (in recycling boxes/bins)</li> </ul> <p>NB: need to have the idea of sorting rubbish/waste <u>and</u> the idea of recycling plastic and glass to get the mark.</p>	3	<p>any mention of drinks as a mistranslation of 'bois'</p> <p>fix wheels</p> <p>scrap bottles (too specific)</p>
4.	(a)	<ul style="list-style-type: none"> <li>first step/stage/stop/point to convince/persuade businesses/companies/employers</li> </ul> <p>NB: also accept singular: business/company/employer.</p> <ul style="list-style-type: none"> <li>it shows who you are <u>and</u> your strengths/good/strong points/attributes</li> <li>it shows what distinguishes you/makes you different/stand out (from other candidates)</li> </ul> <p>Any 2 from 3</p>	2	<p>why you are better</p>
	(b)	<ul style="list-style-type: none"> <li>(explain) <u>how/why</u> a summer job is going to help/benefit/serve you in the future</li> </ul>	1	<p>that a summer job will serve you in the future</p> <p>a job to serve in the future</p> <p>what you can serve in the future</p>

Question	Expected response	Max mark	Additional guidance
5.	<p>2 marks - positive and negative assertion plus examples. 1 mark - either a positive assertion plus example(s) or a negative assertion plus example(s).</p> <p><b>Balanced</b> Overall the writer is quite/fairly/reasonably optimistic about young people <b>finding</b> summer jobs with some/a few reservations/hesitations/worries because + <b>positive and negative examples</b>. = 2 marks</p> <p><b>Examples of possible justifications</b></p> <p><b>Positive</b></p> <ul style="list-style-type: none"> <li>• range of jobs on offer</li> <li>• businesses need staff for the summer</li> <li>• lots of jobs for different types of people</li> <li>• needs from the industry</li> <li>• no real need for qualifications</li> <li>• only requirement is to be over 16</li> <li>• despite your language skill you can get a job</li> <li>• a testimony of a young person who got a job</li> </ul> <p><b>Negatives</b></p> <ul style="list-style-type: none"> <li>• you need the necessary experience</li> <li>• quite basic jobs for example, dish washer and picking fruit and vegetables</li> <li>• you need to be mature</li> <li>• you need language skills</li> <li>• you need a good CV and covering letter</li> <li>• you need good qualifications to get a better job for example, the bafa</li> <li>• difficult to get a job as millions of young people apply</li> <li>• you need to be competitive as only a few hundred thousand get a job</li> </ul>	2	<p>Award 2 marks where the candidate provides a clear answer, with justification that shows an accurate reading of the text.</p> <p>Award 1 mark where the candidate provides an answer which may contain some degree of misreading, but which offers evidence of some justification.</p> <p>Award 0 marks where the candidate simply provides information to be found in the text by simply re-stating answers to previous questions.</p>

Question	Expected response	Max mark	Additional guidance
	<p><b>Positive</b> The writer is optimistic about young people <b>finding</b> jobs because they discuss how different sectors look for young people to work for them and how different skills open different jobs for them in the summer. = <b>1 mark</b></p> <p><b>Negative</b> The writer is not optimistic about young people finding jobs because they emphasise the fact that there are so many people applying for jobs that it is now much harder to get a job. = <b>1 mark</b></p> <p><b>NB: ignore reference to the benefits of having a job.</b></p> <p><b>In the examples below the candidate has not answered the question about finding a job and has only mentioned the benefits of having a job.</b></p> <p>The writer is optimistic because students can save money to fund studies and pay for a driving licence. = <b>0 marks</b></p> <p>It's good experience for future jobs. = <b>0 marks</b></p>		

Question	Expected response	Max mark	Additional guidance
6.	<p>Translate into English:</p> <p><i>En revanche . . . loin de chez soi. (lines 33-36)</i></p> <p>On the other hand, I (have) loved the contact with children.</p> <p>Native to the Paris region, they sometimes had to be comforted because they missed their family.</p> <p>The youngest (ones) were only five (years old) and at that age, two weeks is (a) long (time) when you are far/away from (your own) home.</p>	10	<p>The translation into English is allocated 10 marks. The text for translation is divided into a number of sense units. Each sense unit is worth 2 marks. Award marks according to the quality and accuracy of the translation into English.</p> <p>Award a mark for each sense unit, as follows</p> <p><b>2 marks - good</b> The candidate understands and conveys essential information and relevant details, clearly and accurately, with appropriate use of English.</p> <p><b>1 mark - satisfactory</b> The candidate understands and conveys essential information clearly and comprehensibly, although some of the details may be translated in an imprecise or inaccurate manner. They convey the key message in spite of inaccuracies and weaknesses in the use of English.</p> <p><b>0 marks - unsatisfactory</b> The candidate fails to demonstrate sufficient understanding of the essential idea.</p>



Text	Good - 2	Satisfactory - 1	Unsatisfactory - 0
<b>Unit 1</b> <i>En revanche, j'ai adoré le contact avec les enfants.</i>	On the other hand, I (have) loved (the) contact with children.		
En revanche	On the other hand	However	In return/vengeance
j'ai adoré le contact avec les enfants	I (have) loved (the) contact with (the) children/kids.		I love spending time infants/young people/teenagers
<b>Unit 2</b> <i>Originaires de région parisienne, il fallait parfois les reconforter</i>	Native to the Paris region, they sometimes had to be comforted  Originating from the Paris region, we sometimes had to comfort them		
Originaires de région parisienne,	Originating/coming/being from/native to the Paris/Parisian region/area,	Locals/natives of the Paris region/area Native of a Parisian region/area People/those from the Paris region/area They are natives of/from the Parisian region/area  From Paris (omission of region or area) They came from Paris	Originating of the Paris region/area Originates from the Paris region/area Originally from the Paris region/area <u>A</u> native (singular) To be native Natives in the Paris region/area
il fallait parfois les reconforter	they sometimes had/needed to be comforted/needed comforting  you/we/one sometimes had/needed to comfort them  it was sometimes necessary to comfort them	omission of 'sometimes'  I sometimes had to comfort them they sometimes needed comfort	you <u>must/should</u> sometimes comfort them  I <u>have</u> to comfort them (unless R.E. from sense unit 1)  it <u>is</u> sometimes necessary to comfort them (unless R.E. from sense unit 1)  they sometimes had to comfort them

Text	Good - 2	Satisfactory - 1	Unsatisfactory - 0
<u>Unit 3</u> <i>parce que leur famille leur manquait.</i>	because they missed their family.		
parce que leur famille leur manquait.	because they missed/were missing their family/families.	omission of 'because' because they miss/are missing their family (unless R.E. from sense unit 1 or 2)	because their family missed them because their family is missing
<u>Unit 4</u> <i>Les plus jeunes n'avaient que cinq ans</i>	The youngest (ones) were only five (years old)		
Les plus jeunes n'avaient que cinq ans	The youngest (ones) were only five (years old)	The younger ones The youngest one	The young Most/more/many young people Lots of young people Omission of 'only' No more than 5 years

Text	Good - 2	Satisfactory - 1	Unsatisfactory - 0
<p><u>Unit 5</u></p> <p><i>et à cet âge-là, deux semaines c'est long quand on est loin de chez soi.</i></p>	<p>and at that age, two weeks is (a) long (time) when you are far/away from (your own) home.</p>		
<p>et à cet âge-là, deux semaines c'est long</p>	<p>and at that/this age, two weeks is (a) long (time)</p>	<p>omission of '<u>and</u>' omission of 'at that age'</p> <p>two weeks <u>was</u> long</p>	<p>and of this age</p>
<p>quand on est loin de chez soi.</p>	<p>when you are/one is/they are far/away from/a long way from (your/one's/their own) home.</p>	<p>we are our home when they <u>were</u> away from home from your house</p>	<p>omission of 'home' far from yourself/themselves by themselves</p>

[END OF MARKING INSTRUCTIONS]



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**2019 French**  
**Directed Writing**  
**Higher**  
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## General marking principles for Higher French Directed Writing

*Always apply these general principles. Use them in conjunction with the detailed marking instructions, which identify the key features required in candidates' responses.*

- (a) Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.
- (b) Candidates must address each of the six related bullet points in their writing. The first bullet point contains two pieces of information. The remaining five bullet points each contain one piece of information.
- (c) Marking should be holistic. There may be strengths and weaknesses; focus as far as possible on the strengths, taking account of weaknesses only where they significantly detract from the overall impression. Award marks for the candidate's demonstration of ability in the three main characteristics in writing:
  - (i) content
  - (ii) accuracy
  - (iii) language resource
- (d) Award the highest pegged mark for writing even if there are minor errors, when these do not detract from the overall impression.
- (e) Candidates may display ability across more than one pegged mark descriptor. It is important to recognise the closeness of the pegged mark descriptors and consider carefully the most appropriate overall pegged mark based on the candidate's piece of writing.

The table below gives further guidance to markers in the event of any of the following scenarios:

<p>The candidate only addresses one part of the introductory bullet point.</p>	<p>The maximum mark available is 16.</p>
<p>The candidate does not address two of the bullet points.</p>	<p>The maximum mark available is 12.</p>
<p>The candidate does not address three or more of the bullet points.</p>	<p>Award 0 marks.</p>
<p>Some bullet points fit into one pegged mark category but others are in the next, lower category.</p>	<p>It is important to look carefully at which bullet points are better addressed.</p> <p>If there is a serious decline in the quality of the writing after the initial bullet point, award a lower mark.</p> <p>It is important to consider the balance of the bullet points. Sometimes a candidate writes twice as much about the opening bullet point as for the five remaining bullet points, or even about information not covered by any of the bullet points. In these cases, award the lower mark being considered.</p>
<p>The marker is having great difficulty in deciding whether the writing merits 12 or 8 marks.</p>	<p>It is essential to consider carefully the accuracy of the verbs overall. If more verbs are correct than incorrect, it is likely that the writing merits 12 marks unless there are many other inaccuracies.</p>
<p>From the point of view of content, the candidate's response looks as if it belongs in a top category, but contains some serious grammatical errors as a result of using relatively advanced structures combined with a less than confident knowledge of more basic structures.</p>	<p>It is always important to assess what it is the candidate can do, and thus highlight the positive. In these cases, it is likely that the candidate will be awarded 12 marks.</p>

## Marking instructions - Directed Writing

Mark	Content	Accuracy	Language resource: variety, range, structures
20	<ul style="list-style-type: none"> <li>The content is comprehensive.</li> <li>The candidate addresses all bullet points fully and may also provide additional relevant information.</li> <li>The language flows well.</li> </ul>	<ul style="list-style-type: none"> <li>The language is accurate throughout. However, where the candidate attempts to go beyond the range of the task, a slightly higher number of inaccuracies need not detract from the overall impression.</li> <li>The candidate uses a comprehensive range of verbs accurately, and tenses are consistent and accurate.</li> <li>The candidate demonstrates confident handling of all aspects of grammar and accuracy in spelling, and, where appropriate, word order. The language may contain a number of minor errors, or even one serious error.</li> </ul>	<ul style="list-style-type: none"> <li>The candidate uses detailed and complex language throughout.</li> <li>There is a wide range of adjectives, adverbs and prepositional phrases.</li> <li>They use a comprehensive range of verbs/verb forms, tenses and constructions.</li> </ul>
16	<ul style="list-style-type: none"> <li>The content is clear.</li> <li>The candidate addresses bullet points clearly, although one bullet point may not be addressed.</li> <li>Generally the language flows well.</li> </ul>	<ul style="list-style-type: none"> <li>The language is mostly accurate. Where the candidate attempts to use detailed and complex language, errors may detract from the overall impression.</li> <li>The candidate uses a range of verbs accurately, and tenses are generally consistent and accurate.</li> <li>There may be a few errors in spelling, adjective endings and, where relevant, word order and case endings.</li> <li>Use of accents, where relevant, is not always secure.</li> </ul>	<ul style="list-style-type: none"> <li>The candidate uses language which is mostly detailed and complex.</li> <li>In one bullet point the language may be less detailed and complex than might otherwise be expected at this level.</li> <li>The candidate uses a range of verbs/verb forms and other constructions.</li> <li>Overall the writing is competent but there may be some repetition of structures.</li> </ul>

Mark	Content	Accuracy	Language resource: variety, range, structures
12	<ul style="list-style-type: none"> <li>• The content is adequate.</li> <li>• The candidate addresses bullet points adequately, however two of the bullet points may not be addressed.</li> </ul>	<ul style="list-style-type: none"> <li>• The language may be accurate in most of the bullet points. However, in the others, control of the language may deteriorate significantly.</li> <li>• Verbs are generally correct.</li> <li>• The candidate may use tenses inconsistently, with present tenses used at times instead of past tenses.</li> <li>• There may be errors in spelling, adjective endings and other parts of speech, as well as in word order, cases and the use of accents (where relevant).</li> <li>• Overall, there is more correct than incorrect.</li> </ul>	<ul style="list-style-type: none"> <li>• The candidate gives some examples of detailed and complex language.</li> <li>• The candidate attempts to use a range of vocabulary and structures, although the language may be repetitive.</li> <li>• The candidate attempts to use a range of verbs and tenses.</li> <li>• Sentences may be brief.</li> </ul>
8	<ul style="list-style-type: none"> <li>• The content may be limited.</li> <li>• The writing may be presented as a single paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>• The language is inaccurate and after the first bullet point the control of the language may deteriorate significantly.</li> <li>• Verbs are generally incorrect and the candidate has difficulty in using different tenses.</li> <li>• There are errors, which may be serious, in spelling, adjectival endings and many other parts of speech, as well as in word order, cases and accents (where relevant).</li> <li>• Some points may not be immediately understood by a speaker of the language.</li> </ul>	<ul style="list-style-type: none"> <li>• The candidate demonstrates a limited use of detailed and complex language.</li> <li>• The language is repetitive, with a limited range of vocabulary and structures.</li> <li>• Sentences are brief.</li> <li>• There may be other language interference and/or an example of serious dictionary misuse.</li> </ul>



Mark	Content	Accuracy	Language resource: variety, range, structures
4	<ul style="list-style-type: none"> <li>The content is limited.</li> <li>The candidate has difficulty in addressing the bullet points.</li> </ul>	<ul style="list-style-type: none"> <li>The language is inaccurate throughout and there is little control of language.</li> <li>Most of the verbs are incorrect and the candidate has great difficulty in using tenses.</li> <li>There are many serious errors in spelling, adjectival endings and many other parts of speech, as well as in word order, cases and accents (where relevant).</li> <li>Several points may not be understood by a speaker of the language.</li> </ul>	<ul style="list-style-type: none"> <li>The candidate uses little, if any, detailed and complex language.</li> <li>There is a very limited range of verbs, vocabulary and structures.</li> <li>Sentences are very brief.</li> <li>There may be several examples of other language interference and/or serious dictionary misuse.</li> </ul>
0	<ul style="list-style-type: none"> <li>The content is very limited.</li> <li>The candidate is unable to address the bullet points.</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>Three or more of the bullet points are not addressed.</li> </ul>	<ul style="list-style-type: none"> <li>The language is seriously inaccurate and there is no control of language.</li> <li>Virtually nothing is correct.</li> <li>Very little is intelligible to a speaker of the language.</li> </ul>	<ul style="list-style-type: none"> <li>There is no evidence of detailed and complex language.</li> <li>There may be several examples of other language interference and/or serious dictionary misuse.</li> <li>The writing may contain very few sentences.</li> </ul>

[END OF MARKING INSTRUCTIONS]



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**Listening**  
**Higher**  
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## General marking principles for Higher French Listening

*Always apply these general principles. Use them in conjunction with the detailed marking instructions, which identify the key features required in candidates' responses.*

- (a) Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.
- (b) If a candidate response does not seem to be covered by either the principles or detailed marking instructions, and you are uncertain how to assess it, you must seek guidance from your team leader.
- (c) Award a mark to each answer. Marks are not transferable between questions and the answers for each question must come from the item.
- (d) Award marks according to the accuracy and relevance of the candidate's answers. Award marks to candidates where the answer is accurate but expressed in their own words.

Marking instructions for each question

Question			Expected response	Max mark	Additional guidance
					Do not accept:
1.	(a)		<ul style="list-style-type: none"> <li>(they are) compulsory/mandatory/obligatory/he has to do them/subjects you have to take</li> </ul>	1	obligable, necessary
	(b)		<ul style="list-style-type: none"> <li>they also do sport(s) at a <u>high(er) level</u></li> </ul>	1	better for sports/better sports programme
	(c)		<ul style="list-style-type: none"> <li>he gets up <u>early</u>/at (around) <u>6am</u> (every morning)</li> <li>he goes jogging/running (for an hour) <u>before breakfast</u></li> <li><u>he trains</u> every evening/night for two hours after classes/after school</li> </ul> <p>NB two of the above elements required for the mark</p> <ul style="list-style-type: none"> <li>as well as doing <u>sports</u> you have to <u>study</u> and do <u>homework</u></li> </ul> <p>Any 2 from 4</p>	2	wakes up walking/football
	(d)		<ul style="list-style-type: none"> <li>fierce/ferocious/extreme competition/it is very competitive/competition is high</li> <li>not everyone/few/not many (students) manage to make it as a/become professional</li> </ul>	2	difficult competition/a lot of competition
	(e)		<ul style="list-style-type: none"> <li>(have) a career/work in the world of gymnastics/be a professional gymnast</li> <li>to represent France in the Olympic(s) (Games)</li> </ul>	2	be a gymnast insufficient

Question			Expected response	Max mark	Additional guidance
					Do not accept:
2.	(a)		<ul style="list-style-type: none"> <li>has known how to swim/has been swimming from a (very) <u>young</u> age/has been swimming since she was (very) <u>young</u></li> <li>dad is a PE/sports teacher</li> <li>dad taught her (in the sea) <u>when she was 4</u></li> <li>she's been swimming for 16 years</li> </ul> <p>Any 2 from 4</p>	2	coach/professor/swimming teacher dad works in sports
	(b)	(i)	<ul style="list-style-type: none"> <li>lives by/near/at the/beside the beach/sea/seaside/coast</li> <li>could/can swim/train/practise <u>every day</u></li> <li>windsurfing helped improve her technique</li> </ul> <p>Any 2 from 3</p>	2	
		(ii)	<ul style="list-style-type: none"> <li>persevere/keep going (with training)</li> </ul>	1	
	(c)	(i)	<ul style="list-style-type: none"> <li>worked as a lifeguard/swimming teacher/swimming coach/swimming instructor (in municipal/local pool)</li> </ul>	1	
		(ii)	<ul style="list-style-type: none"> <li>earn (a little) money <u>and</u> practise a sport (she loves)/doing a sport (she loves)/swimming/doing something she loves</li> </ul>	1	
	(d)		<ul style="list-style-type: none"> <li>earn (a lot of) money for an easy job/easily</li> <li>travel/go/work abroad/around the world/visit different countries (at least three times a month)</li> <li>many fans write to her</li> <li>many fans (follow her) on social media</li> </ul> <p>Any 2 from 4</p>	2	

Question			Expected response	Max mark	Additional guidance
					Do not accept:
	(e)	<ul style="list-style-type: none"> <li>• very little/not a lot of/not enough/less/no <u>time</u> for a social life</li> <li>• does not (often) see her family <u>and</u> friends/never/hardly sees her family <u>and</u> friends/does not spend time with family <u>and</u> friends</li> <li>• has to follow a strict diet/dietary regime</li> <li>• wrong/false information/fake news about herself (in the press/online)</li> </ul> <p>Any 3 from 4</p>	3	regime (on its own)	

[END OF MARKING INSTRUCTIONS]