

**2006 French**

**Advanced Higher**

**Listening and Discursive Writing**

**Finalised Marking Instructions**

© The Scottish Qualifications Authority 2006

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is to be used for any other purposes written permission must be obtained from the Assessment Materials Team, Dalkeith.

Where the publication includes materials from sources other than SQA (secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the centre's responsibility to obtain the necessary copyright clearance. SQA's Assessment Materials Team at Dalkeith may be able to direct you to the secondary sources.

These Marking Instructions have been prepared by Examination Teams for use by SQA Appointed Markers when marking External Course Assessments. This publication must not be reproduced for commercial or trade purposes.

## Section I – Listening

## Section II – Discursive Writing

### General Procedure

- 1 Before marking proper begins, it is the responsibility of the marking team to fix appropriate standards. The marking process will therefore be divided into two stages: a **preliminary** stage which will be explanatory and aimed at establishing the standards to be applied, and the **marking** stage when scripts will be marked according to an agreed scheme, on the basis of photostat scripts.

- 2 **Preliminary Stage**

This covers the period from the time the markers receive their scripts and photocopies to the Marker's Meeting.

When you receive the first batches of scripts, you should read a sufficient number to feel you have a reasonable impression of the general level of the candidate's work, then mark **provisionally** and in pencil only, as many as you can before the Marker's Meeting with the purpose of testing how the Marking Instructions work in practice. While carrying out this provisional marking, any points which have not been covered by the key, and any other points which may help with the process of standardisation, should be entered on one of the copies of the Marking Key.

The photostat copies should also be marked and brought to the Marker's Meeting, where they will serve as a basis for comparison of standards and general discussion on marking.

- 3 **Markers' Meeting**

In discussion of these Instructions and the photostat scripts, you will have the opportunity of discussing any points of difficulty or any doubt on matters of procedure or marking. You should bring both copies of the Marking Instructions to the meeting, the one with the preliminary notes, the other for the insertion of any amendments made at the meeting. The second, revised copy should be used as the basis for the marking proper. The decisions made at the Marker's Meeting will be binding on markers, and the Marking Instructions, as revised, must be followed closely. Should any reservations occur to you during the course of marking proper, you should mention them in your report, but if the preliminary stage is carried out thoroughly, such reservations should be infrequent.

You may also bring selected scripts with you to the Marker's Meeting if you have encountered any particular points of difficulty which may warrant the examination of complete scripts. However you must scrupulously observe the Scottish Qualifications Authority's ruling that scripts may not be read or marked in public places or on public transport. In general, you must observe the highest standards of caution when carrying scripts about with you. (See Terms and Conditions of Employment of Markers on Form Ex51 (a) sent with your letter of invitation to serve as a marker.)

#### 4 **Marking Stage**

- (a) This covers the period from the Markers' Meeting until the final date for the return of scripts to SQA. By that date all marked scripts, Mark Sheets and Reports should be returned to SQA. Marking should be carried out according to the following scheme, taking into account any modifications of detail which may be decided on at the Markers' Meeting.
- (b) The mark for the Listening section of this paper is out of 30; the mark for the Discursive Writing section is out of 40.
- (c) For Section II, you are requested to keep a record of the number of candidates attempting each question. This information should be included in your Marker's Report.
- (d) In the case of **serious** doubt about an assessment, you must award a mark and then refer the piece of work to the Principal Assessor. To do this, write "PA Referral" underneath the "For Official Use" section on the front of the script and complete a Principal Assessor Referral form (copies of which are enclosed in your marker's pack). (Also see 'Entries on the Mark Sheets' subparagraph 3.) **Do not write the reasons on the script itself. Do not make any entry on the outside of the envelope.**

**Advanced Higher French – Section I Listening Part A**

Questions/Acceptable answers	2 points	Unacceptable answers	Acceptable/Markers' Notes
1. According to the speaker, what is the definition of poverty?	2 points		
<ul style="list-style-type: none"> <li>• <u>Less</u> than 650 Euros</li> <li>• per person a month</li> </ul>			
2. Compared to other children, how are poor children disadvantaged in their everyday life?	3 points		
<ul style="list-style-type: none"> <li>• They live in overcrowded accommodation.</li> <li>• They tend to be overweight/are at risk of obesity.</li> <li>• They are less socialised.</li> <li>• They do not enjoy the same level of <u>extra-curricular</u> activities.</li> </ul>		Don't socialise as much	Don't socialise as well Out of school/class Don't get the best from school activities
<p><b>The two points are also acceptable if answered in question 3 (3 from 4)</b></p>			
3. How do underprivileged children get on at school?	2 points		
<ul style="list-style-type: none"> <li>• They often fail at school.</li> <li>• They leave school without qualifications.</li> <li>• They are less socialised</li> <li>• They do not enjoy the level of activities</li> </ul>			Academic failure Without Grades/diplomas/qualifications
4. Why does the government recommend early intervention?	1 point		
<ul style="list-style-type: none"> <li>• In order to avoid big problems (later on.)</li> </ul>			Prevent Large/serious problems

Questions/Acceptable answers	1 point	Unacceptable answers	Acceptable/Markers' Notes
<p>5. Why are some parents unable to help their children with their homework?</p> <ul style="list-style-type: none"> <li>Some parents are not educated enough (themselves to be in a position to help.)</li> </ul>		<p>Bad education Little/no education</p>	<p>Do not have sufficient levels of education</p>
<p>6. What is the conclusion of the government report?</p> <ul style="list-style-type: none"> <li>It is important to facilitate access to education (to a large number of people).</li> </ul>	1 point	<p>Provide an education</p>	<p>It should be easier for more people to get into education</p>

## Advanced Higher French – Section I Listening Part B

Questions/Acceptable answers	Unacceptable answers	Acceptable/Markers' Notes
<p>1. According to Gérard what misconceptions do French people often have about poverty? <b>2 points</b></p> <ul style="list-style-type: none"><li>• People think poor people are only found in Third World countries.</li><li>• They forget poverty affects a lot of children <b>in France</b>. (Accept: poverty is on the increase in France.)</li></ul>		<p>Developing countries</p> <p>Home/here</p>
<p>2. Adèle thinks people are overreacting. Why? <b>2 points</b></p> <ul style="list-style-type: none"><li>• You cannot compare the situation with what happens in Africa <b>or</b> in France there is no civil war as is the case in Africa.</li><li>• Pupils don't have <u>to risk their lives</u> to go to school.</li><li>• Pupils don't have to walk several <u>kilometres to go to school</u>. <b>(2 from 3)</b></li></ul>		<p>Situation nowhere as bad/bad like/different from</p> <p>Miles/walk to school</p> <p>Implying distance</p>
<p>3. Gérard disagrees. <b>2 points</b></p> <p>(a) According to French doctors, how does poverty affect children?</p> <ul style="list-style-type: none"><li>• Some diseases + 1 example such as diabetes/respiratory illnesses</li><li>• are <u>more prevalent/found more</u> amongst poor children.</li></ul>		<p>Greater number of</p>

Questions/Acceptable answers	2 points	Unacceptable answers	Acceptable/Markers' Notes
<b>(b)</b> What two factors do they consider contribute to this?	<b>2 points</b>	Malnourished	Poor housing/bad living conditions Poor type of food Unhealthy food
4. Adèle compares the situation in France to that of countries in the Third World.			
<b>(a)</b> What is the situation like in Third World countries?	<b>2 points</b>	There is no school	Not obligatory There is no food
<b>(b)</b> Which points does she make about French canteens?	<b>2 points</b>	Everyone has access to the canteen	Food is inexpensive in the canteen
<b>(c)</b> What are pupils still doing?	<b>2 points</b>	Sweets chips	
<ul style="list-style-type: none"> <li>• They go to the vending machines</li> <li>• And buy (snacks such as) crisps/disgusting things full of sugar (either answer)</li> </ul>			

Questions/Acceptable answers	Unacceptable answers	Acceptable/Markers' Notes
<p>5. According to Gérard, children often imitate their parents' behaviour at home.</p>		
<p>(a) What two examples of this does he give? <b>2 points</b></p> <ul style="list-style-type: none"> <li>• At home parents eat poor quality/cheap food.</li> <li>• Parents read <i>cheap</i> TV programmes/magazines <u>instead of books</u>/parents read magazines instead of expensive books.</li> </ul>	Priceless	Instead of quality reading
<p>(b) In his opinion what does this behaviour show? <b>1 point</b></p> <ul style="list-style-type: none"> <li>• Neither education nor eating healthily is valued at home.</li> </ul>		A priority/important
<p>(c) What solution does he suggest? <b>1 point</b></p> <ul style="list-style-type: none"> <li>• It is up to schools to change this conception of life.</li> </ul>		Change + attitude/vision + life
<p>6. Adèle thinks this is a ridiculous idea. Why is that? <b>2 points</b></p> <ul style="list-style-type: none"> <li>• Teachers have got enough work as it is.</li> <li>• Teachers shouldn't be teaching things which have nothing to do with <b>grammar or maths</b> (insist).</li> </ul>		Don't have enough time for

## Section II – Discursive Writing

### Notes on procedure

- 1 There are **40 marks** awarded to the Discursive Writing section.
- 2 The mark should be awarded on the basis of your general evaluation of the essay. It will be based on (a) grammatical correctness, (b) idiomatic command and sense of style, (c) the intellectual level of the ideas expressed, (d) plan or orderly development of ideas, (e) relevance to the subject set – but you remain free to vary the weight you attach to each of these in each individual essay. Answers which are largely irrelevant to the subject are unlikely to gain more than a Satisfactory mark, and could in some cases be considerably lower.
- 3 **Credit points**, indicated by a prominent tick in the left-hand margin, should be given for anything good. Such credit points may be gained, for example, by a good use of idiom, a well-handled syntactical construction, variety of constructions; a well-organised plan, neatly constructed paragraphs, a forcefully expressed idea, appropriate use of varied registers.  
  
Weak essays are commonly characterised by inaccurate grammar, thin or repetitious vocabulary and poor planning or relevance.
- 4 Neither grammatical mistakes nor credit points are to be formally totalled; but you should use them as guides for your final assessment. A candidate with one or two credit points may be in the running for a good mark, while one with a lot of grammatical mistakes or other signs of weakness will probably fall into the 'Unsatisfactory' category, or below. Poor punctuation and writing that is difficult to read may be penalised.
- 5 To award your final mark, you should place each script in one of a given number of categories. Each of these carries a fixed mark, as outlined in the Pegged Marks and Criteria on page 10.  
  
You must observe this fixed scale of marks, the purpose of which is to prevent a proliferation of individual marking scales.
- 6 The mark awarded should be entered in the **outer right hand margin** at the end of the question, then added to the mark for Section I. The resulting total must be entered in the space provided on the outside front cover of the script and transferred to the Mark Sheet.

## AH Discursive Writing

Categories	Criteria	Pegged marks
Very Good	The language is characterised by a high degree of accuracy and/or may show some flair. Uses a good range of structures and vocabulary appropriate to Advanced Higher with few, if any, errors of spelling and/or punctuation. The essay is well structured and all aspects are relevant to the title.	40
Good	The language is clearly comprehensible throughout and fairly free of serious errors in areas appropriate to Advanced Higher. Contains a reasonable range of vocabulary and structures appropriate to the level. There are few errors in spelling and/or punctuation. The essay has an adequate sense of structure and most aspects are relevant to the title.	32
Satisfactory	Sufficient control of structures appropriate to Advanced Higher to convey meaning clearly. Contains a reasonable range of vocabulary and some complex sentences. Spelling and punctuation are generally correct. The essay has some sense of structure and most aspects have some relevance to the title. Performance may be uneven, but the good outweighs the bad.	24
Unsatisfactory	The language is insufficiently accurate to convey meaning clearly and consistently. Very limited range of vocabulary and/or structures appropriate to Advanced Higher. Inappropriate use of learned material, and possibly some unidiomatic translation from English. The essay may be lacking in structure and less than half of the aspects have any relevance to the title.	16
Poor	The language contains frequent basic errors and/or other tongue interference which seriously impede communication. The essay may be unstructured and few aspects are relevant to the title.	8
Very Poor	No redeeming features	0

[END OF MARKING INSTRUCTIONS]