



**2009 French**

**Advanced Higher – Listening and Discursive  
Writing**

**Finalised Marking Instructions**

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**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**

<b>Questions/Acceptable answers</b>	<b>Points</b>	<b>Unacceptable answers</b>	<b>Acceptable</b>
<b>1.</b> What important changes are taking place in our society?	<b>2 points</b>	Change in demography	More people getting older
<ul style="list-style-type: none"> <li>• Increase in the number of elderly people</li> </ul>		Wrong age	People are living longer
<ul style="list-style-type: none"> <li>• Life expectancy is getting longer/people are living to 80</li> </ul>			
<b>2.</b> What, according to the speaker, has been the result of these changes?	<b>1 point</b>		
<ul style="list-style-type: none"> <li>• Change in lifestyle/revolution in lifestyle/old people no longer live the same way as in the past</li> </ul>		Revolution in life	People don't live like before Revolution, new way of life
<b>3.</b> In what ways do we differ from our parents and our grandparents?	<b>2 points</b>		
<ul style="list-style-type: none"> <li>• We follow a better lifestyle</li> </ul>			Live better We try to hold off old age and death for as long as possible
<ul style="list-style-type: none"> <li>• We avoid smoking and drinking</li> </ul>			Cigarettes/alcohol
<ul style="list-style-type: none"> <li>• We are more careful about what we eat</li> </ul>			
<b>2 from 3</b>			

Questions/Acceptable answers	2 points	Unacceptable answers	Acceptable
<p>4. What have advances in medicine and technology made possible?</p> <ul style="list-style-type: none"> <li>• It is possible for <u>women</u> to have children later in life</li> <li>• It is possible to diagnose/detect certain illnesses/cancer</li> </ul>	2 points	<p>Possible for people to have children later Old women can have children</p>	<p>Women can have children older/ older women can have children/ Women can have children for longer</p>
<p>5. What major consequences are already apparent in France regarding ageing?</p> <ul style="list-style-type: none"> <li>• (Only) certain social classes/categories (can afford) to live longer/better</li> <li>• People who work <u>in an office</u> age more slowly/in better condition</li> </ul>	2 points	<p>You live longer if you have money Certain classes ageing more slowly</p>	<p>Certain social groups have the money/means to live longer</p>
<p>6. What other unexpected fact has been observed?</p> <ul style="list-style-type: none"> <li>• Divorces <u>amongst older people</u> are on the rise</li> </ul>	1 point	<p>3<sup>rd</sup> generation Old people are no longer romantic</p>	<p>Old people divorce more 3<sup>rd</sup> age</p>

Questions/Acceptable answers	1 point	Unacceptable answers	Acceptable
<p>1. Why is Marc tired?</p> <ul style="list-style-type: none"> <li>• He has just been hillwalking with his grandparents/he had expected a short walk and it was like a marathon</li> </ul>	1 point	Answers in present tense/he goes on walks	Up a mountain, etc
<p>2. What comments does Marc make:</p> <p>(a) about his grandparents?</p> <ul style="list-style-type: none"> <li>• They have been very active <u>since their retirement</u></li> <li>• They have just returned from/been on a walking <u>holiday/holiday</u> where they walked 5 hours a day</li> <li>• They are not interested in smoking (a pipe)/reading a newspaper in an armchair/knitting in front of the TV.</li> </ul>	2 points	They can walk for five hours a day	They are in good shape/fit/dynamic/healthy
<b>2 from 3.</b>		They refuse to give up life	couch
<p>(b) about grandparents in general?</p> <ul style="list-style-type: none"> <li>• Grandparents are no longer what they used to be.</li> </ul>	1 point	Watching TV and being inactive/not interested in watching TV anymore	

**Questions/Acceptable answers**

**3.** What points does H  l  ne make about older people nowadays?

**3 points**

- You can be an artist, a rock star or a singer at/beyond 60
- Sixty year olds/they nowadays are very active
- People are refusing to grow old

**4.** What does Marc feel about cosmetic surgery among famous people and why?

**2 points**

- (Cosmetic surgery)/it is a ridiculous idea.
- You cannot ask for eternal youth

**Unacceptable answers**

**Acceptable**

Dynamic/in good shape/healthy

Makes you look like science fiction character  
Eternal youth is like science fiction/unnatural

Unrealistic to be forever young/  
young forever

**Questions/Acceptable answers**

**Unacceptable answers**

**Acceptable**

5. Hélène disagrees.

(a) What does she say about life expectancy?

**1 point**

- Every four years, we gain one year/life expectancy is going up/one day he will be glad that life expectancy has increased/we are living longer

(b) What reasons does she give?

**2 points**

- People are better at looking after themselves/paying more attention to their health
  
- People are better educated

Questions/Acceptable answers	Unacceptable answers	Acceptable
(c) In what ways do the changes benefit:		
(i) women? <b>2 points</b>		
<ul style="list-style-type: none"> <li>• <u>30 year old</u> women are no longer considered old</li>   <li>• Lots of <u>trendy/fashionable</u> actresses are now over 30/30</li> </ul>	<p>Women over 30 do not feel they are old</p>	<p>A 30 year old woman was old, now no longer the case with actresses</p> <p>In the limelight</p>
(ii) older people in general? <b>1 point</b>		
<ul style="list-style-type: none"> <li>• They/women are valued by society.</li> </ul>		<p>They feel important <u>in society</u></p>

Questions/Acceptable answers	2 points	Unacceptable answers	Acceptable
<p>6. Marc is still not convinced living longer is a good thing. Why not?</p> <ul style="list-style-type: none"> <li>• Living with the same people/teachers/neighbours/all the time is a <u>nightmare</u></li> <li>• A world that does not <u>change</u> is <u>boring</u></li> </ul>		Living with the same head	Boring
<p>7. What does H��l��ne feel Marc will want when he reaches retirement age?</p> <ul style="list-style-type: none"> <li>• To make the most of his life/benefit/enjoy and his free time</li> <li>• To stay/be active and dynamic/full of life</li> <li>• To travel around the world/the planet</li> </ul>	2 points	To become more dynamic etc	Fit
<b>2 from 3</b>		Visit other planets	Boring/nightmare with no change, etc... Life is a nightmare with no change

**Questions/Acceptable answers**

**8.** What does Marc think the world will be like when he retires?

**1 point**

- (Environmental disasters such as) global warming/pollution/flooding will have made this impossible on earth. (2 details needed for point)
- The planet will be old and sick/ill
- There will be nothing left to visit.

**1 from 3**

**Unacceptable answers**

The planet will no longer exist

**Acceptable**

Climate change  
Planet will have heated up

Our earth

**Total: 20 points**

## 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

<b>Categories</b>	<b>Criteria</b>	<b>Pegged marks</b>
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]