



National
Qualifications
EXEMPLAR PAPER ONLY

EP12/AH/02

**French
Listening and Discursive Writing**

Date — Not applicable

Duration — 1 hour 20 minutes

Total marks — 70

SECTION 1 — LISTENING — 30 marks

Section 1 has two parts. You will hear two items in **French**. Before you hear each item, you will have one minute to study the questions. You will hear each item twice, with an interval of one minute between playings. You will then have time to answer the questions before hearing the next item. Write your answers clearly, in **English**, in the answer booklet provided. In the answer booklet you must clearly identify which question you are attempting.

SECTION 2 — DISCURSIVE WRITING — 40 marks

Write your answer clearly, in **French**, in the answer booklet provided. In the answer booklet you must clearly identify which statement number you are attempting.

You may use a French dictionary.

Use blue or black ink.

Before leaving the examination room you must give your answer booklet to the Invigilator; if you do not, you may lose all the marks for this paper.



* EP 12 AH 02 *

SECTION 1 — LISTENING — 30 marks

Attempt ALL questions

Item 1

Listen to the item about families in France, and then answer, in **English**, the questions given.

- (a) What **two** statistics show that traditional family life is still important in France? **2**
- (b) The speaker focuses on family structures.
- (i) Apart from the single parent family, which alternative to the traditional “nuclear” family has developed? **1**
- (ii) What reasons explain the change in family structure? **2**
- (c) The speaker mentions that certain family issues can lead to financial problems. What is **one** result of this? **1**
- (d) What do we learn about women and family life? State **any one** thing. **1**
- (e) According to the speaker, why do many couples decide to get married? State **any two** things. **2**
- (f) Now consider the text as a whole. This text is about family structures in France. What is the speaker’s overall purpose in talking about this subject?
Choose from **one** of the following options: **1**

1	To persuade listeners that traditional family structures are better.
2	To present an analysis of the effects of new family structures on society.
3	To discuss the impact of new family structures on women.

Write the correct number (1 or 2 or 3) in your answer booklet.

Item 2

Listen to Léa and Vincent discussing relationships, and then answer, in English, the questions given.

- (a) Vincent has been reading a celebrity gossip magazine.
- (i) Why can he not believe that his favourite actor's marriage has failed? State **two** things. 2
 - (ii) What examples of media gossip does Léa mention? State **any two** things. 2
- (b) Vincent talks about finding someone serious.
- (i) What sort of partner is he looking for? 1
 - (ii) In what way does he hope to find this person? 1
- (c) Léa talks about the way she would look for a partner.
- (i) What does she compare finding a partner with? 1
 - (ii) What do people have in mind before they start to look for a partner? 1
 - (iii) What advantages does she see in using the Internet to find a date? State **two** things. 2
- (d) What makes Vincent apprehensive about Internet dating? State **any three** things. 3
- (e) According to Léa, what type of people may find the Internet helpful as a means of meeting others? 3
- (f) What saddens Léa about some people's experience of marriage? State **any three** things. 3
- (g) According to Léa's grandmother, what is worse than being alone? 1

SECTION 2 — DISCURSIVE WRITING — 40 marks

Write an essay in **French**, of about 250–300 words, discussing **one** of the following statements.

3. Society

Notre société devient de plus en plus multiculturelle.

4. Learning

De nos jours, étudier à l'université pendant des années est inutile.

5. Employability

Pour trouver un travail aujourd'hui, il faut savoir s'adapter.

6. Culture

Dans les années à venir, la télévision risque de disparaître.

[END OF EXEMPLAR QUESTION PAPER]



National
Qualifications
EXEMPLAR PAPER ONLY

EP12/AH/12

**French
Listening Transcript**

Date — Not applicable

Duration — 1 hour 20 minutes

This paper must not be seen by any candidate.

The material overleaf is provided for use in an emergency only (eg the recording or equipment proving faulty) or where permission has been given in advance by SQA for the material to be read to candidates with additional support needs. The material must be read exactly as printed.



* E P 1 2 A H 1 2 *

Transcript — Advanced Higher

Instructions to reader(s):

For each item, read the English **once**, then read the French **twice**, with an interval of 1 minute between the two readings. On completion of the second reading, pause for the length of time indicated in brackets after the item, to allow the candidates to write their answers.

Where special arrangements have been agreed in advance to allow the reading of the material, those sections marked **(f)** should be read by a female speaker and those marked **(m)** by a male. Those sections marked **(t)** should be read by the teacher.

(t) Item 1

Listen to the item about families in France, and then answer, **in English**, the questions given.

You now have one minute to study the questions for Item 1.

(m/f) Notre société a évolué en profondeur et ces transformations remettent en question notre vision traditionnelle de l'institution familiale, du mariage, de la vie en couple.

Certes le mariage reste important dans notre société. Aujourd'hui, 70% des adultes en France vivent en couple, mariés ou non, et trois enfants sur quatre vivent avec leurs deux parents.

Cependant, la famille présente, ces dernières années, des aspects nouveaux.

Bien sûr, il existe toujours la famille nucléaire ou conjugale. Elle se compose d'un homme et d'une femme mariés et d'enfants communs. Mais on rencontre aussi souvent la famille monoparentale, c'est-à-dire avec un seul parent qui élève les enfants, et, de plus en plus fréquemment, la famille recomposée, regroupant des beaux-parents et des demi-frères ou demi-sœurs.

Le phénomène de la famille recomposée n'est pas nouveau. C'est l'étendue du phénomène qui a changé: en France, on compte 8% de familles recomposées. Deux explications à cela: d'une part l'augmentation du nombre de divorces et séparations, et l'allongement de l'espérance de vie d'autre part; comme on vit plus longtemps, on a plus souvent l'occasion de se séparer et de vivre des changements familiaux.

Les conséquences du divorce sont quant à elles doubles. Sur le plan personnel et humain, la vie des couples et des enfants en est émotionnellement affectée. Sur le plan matériel, tout se complique, il faut faire face à toutes sortes de problèmes financiers. Une statistique montre l'étendue de ces problèmes financiers: 32% des familles monoparentales vivent aujourd'hui dans la pauvreté!

Même si le modèle de la famille a changé le rôle traditionnel de la femme a peu changé. Le plus souvent, ce sont toujours les femmes qui assument les tâches ménagères et l'éducation des enfants.

Autre sujet d'étonnement: selon les sondages, pour la majorité des Français le mariage reste l'engagement le plus important dans un couple. Mais les raisons ne sont pas totalement romantiques: la crise économique, la peur de l'avenir et l'instabilité sociale expliquent le besoin psychologique de rechercher un engagement durable et stable.

(3 minutes)

(t) **Item 2**

Listen to Léa (female) and Vincent (male) discussing relationships, and then answer, in English, the questions given.

You now have one minute to study the questions for Item 2.

- (f) Qu'est-ce que tu lis? Un magazine people?
- (m) Oui, et je n'ose y croire: mon acteur préféré s'est séparé de sa femme! Ils étaient mariés depuis quatorze ans et ils ont deux enfants. Tu te rends compte? Le mariage le plus célèbre et le plus solide d'Hollywood! Terminé! . . . vraiment . . .
- (f) Mon pauvre Vincent! Tu perds ton temps à lire ces magazines sans intérêt—et ne me dis pas que tu crois encore aux histoires d'amour pour la vie, surtout dans le milieu du show business! Dans la vie, c'est difficile de faire confiance aux gens. Les gens ne sont pas toujours sincères. Alors, tu imagines, un acteur qui dit "je t'aime", on peut se demander si c'est vrai ou comme dans un film. Et puis vivre constamment sous le regard des médias et de la société en général doit poser un stress immense sur la vie de couple . . . imagine les gros titres: "elle est sortie prendre un café sans son alliance" "il est allé à une première sans sa femme" "leur mariage est-il en danger?"
- (m) Quatorze ans . . . c'est quand même dommage de mettre fin à tout ce qu'on a construit en commun pendant tout ce temps! Des années d'efforts pour vivre ensemble et d'un seul coup, tout s'écroule . . . Si on veut mener à bien ses projets dans la vie, il faut une vie familiale stable. Moi, quand j'aurai fini mes études, et que j'aurai une situation solide, je chercherai quelqu'un de sérieux avec une conception identique de la vie de couple. Pour trouver la personne idéale, eh bien, il y a les soirées, les sorties entre amis, et ça donne bien des occasions de rencontrer quelqu'un.
- (f) Tu rêves! À l'heure d'Internet et des relations virtuelles, trouver un partenaire, c'est un peu comme aller au supermarché. On a en tête une liste de qualités personnelles, du prix que l'on y attache et souvent de l'apparence rêvée de son futur partenaire. Par exemple, moi je préférerais quelqu'un de sportif, intelligent et si possible indépendant. Internet a ses avantages—c'est tout de même plus facile de trouver le partenaire idéale en ligne que de passer des heures dans des soirées ou des fêtes à chercher la bonne personne. Et puis, on perd beaucoup moins de temps et on n'a pas à s'ennuyer dans des conversations qui ne sont pas intéressantes.
- (m) Tu es sinistre! La sympathie, l'amour par écran interposé c'est artificiel! Et ne me dis pas que tu fais confiance à ce que les gens disent d'eux-mêmes sur Internet! Les gens présentent une image toujours positive, par exemple en mettant des photos retouchées sur photoshop ou je ne sais quel logiciel informatique. On ne peut pas fonder une relation sérieuse à partir d'échanges virtuels. Moi, je crois aux vraies rencontres de la vie, dans des cercles d'amis ou dans la vie professionnelle: là au moins, on a le temps d'apprécier les gens pour ce qu'ils sont vraiment, on peut tomber amoureux de personnes réelles, même avec leurs défauts, et espérer une relation sérieuse et durable!
- (f) Je crois que tu exagères; ne rejette pas en bloc l'intérêt d'Internet; Internet peut donner à certaines personnes la possibilité de se rencontrer. Les gens timides, les gens trop absorbés par leur travail, les gens qui ont des intérêts en commun, comme par exemple s'activer pour des organisations de charité, pour eux Internet, c'est parfait. Ensuite, ils peuvent faire leur choix, Internet leur permet de mieux se connaître.

Item 2 (continued)

- (m) De toute façon, cela ne te concerne pas. Tu as toujours dit que tu ne voulais pas te marier.
- (f) A mon avis, le mariage c'est une institution qui est importante pour les gens qui ont vraiment de bonnes raisons de se marier et moi, pour l'instant, je trouve ça triste de faire une grande fête avec tous ses amis et sa famille. Et puis, après toutes ces célébrations, on finit par se séparer et on se dispute pour savoir qui aura les cadeaux de mariage. A Paris, c'est un mariage sur deux qui finit en divorce, dans le reste de la France, un sur trois . . . On ne se marie plus pour le meilleur et pour le pire, de nos jours . . . Ceci dit, j'espère que toi, tu trouveras le bonheur. Mais dans mon cas, comme disait ma grand-mère, il vaut mieux être seul que mal accompagné!
- (t) End of recording.

[END OF EXEMPLAR TRANSCRIPT]



National
Qualifications
EXEMPLAR PAPER ONLY

EP12/AH/02

**French
Listening and Discursive Writing**

Marking Instructions

These Marking Instructions have been provided to show how SQA would mark this Exemplar Question Paper.

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 purpose, written permission must be obtained from SQA's Marketing team on permissions@sqa.org.uk.

Where the publication includes materials from sources other than SQA (ie 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 user's responsibility to obtain the necessary copyright clearance.

General Marking Principles for Advanced Higher French: Listening

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the Detailed Marking Instructions, which identify the key features required in candidate responses.

- (a) Marks for each candidate response must always be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (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) The marks available in this paper are as follows:
 - (i) Questions (a)-(d) from Item 1 and all questions from Item 2 require candidates to provide answers based on comprehension of information from the passage. The marks available for each question range between 1-3 marks.
 - (ii) Question (e) from Item 1 is the overall purpose question worth 1 mark. This is always a supported question. In this paper three answer options are given. The candidate writes their chosen option in the answer booklet. Where a candidate writes two or all three options award 0 marks.
- (e) For questions that ask candidates to 'state' or 'give', candidates must give a brief, accurate response/name.
- (f) The Marking Instructions indicate the essential idea that a candidate should provide for each answer. We use the term 'or any other acceptable answer' to allow for the possible variation in candidate responses. Credit should be given according to the accuracy and relevance of candidate's answers. Candidates may be awarded marks where the answer is accurate but expressed in their own words.
- (g) The utmost care must be taken when entering and totalling marks. Where appropriate, all summations for totals must be carefully checked and confirmed.
- (h) For live Listening Marking Instructions, there will be a process of illustrating other acceptable answers.

Detailed Marking Instructions: Section 1 – Listening

Item 1

Question			Expected Answer(s)	Max mark	Additional Guidance
1	a		<ul style="list-style-type: none"> 70% of adults live as couples/as partners/with a partner/in a partnership 3 out of 4 children live with/have 2/both parents 	2	<p>Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidate responses.</p> <p>Markers should ignore extraneous material that does not contradict the answer.</p>
	b	i	<ul style="list-style-type: none"> step/half brothers and sisters/family composed of step parents and step children 	1	
		ii	<ul style="list-style-type: none"> increase/rise in the divorce rate/more divorces/separations people living longer/greater life expectancy 	2	
	c		<ul style="list-style-type: none"> 32% of single parent/divorced/broken families live in poverty 	1	
	d		<ul style="list-style-type: none"> role of women in family remains unchanged women still take care of the house chores/the education of their children <p><i>Any one of the above points for a maximum of 1 mark</i></p>	1	

Question		Expected Answer(s)	Max mark	Additional Guidance		
1	e	<ul style="list-style-type: none"> • economic crisis/financial crisis/credit crunch • fear of the future • social instability/it gives you/they want social stability <p><i>Any two of the above points for a maximum of 2 marks</i></p>	2			
	f	<p>Accept either the correct number or the correct statement or both if both are correct:</p> <table border="1" style="margin-left: 40px;"> <tr> <td style="width: 20px; text-align: center;">2</td> <td>To present an analysis of the effects of new family structures on society.</td> </tr> </table>	2	To present an analysis of the effects of new family structures on society.	1	
2	To present an analysis of the effects of new family structures on society.					

Item 2

Question			Expected Answer(s)	Max mark	Additional Guidance
2	a	i	<ul style="list-style-type: none"> married for 14 years and/with 2 children (most) steady/famous/solid marriage/couple (in Hollywood) 	2	<p>Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidate responses.</p> <p>Markers should ignore extraneous material that does not contradict the answer.</p>
		ii	<ul style="list-style-type: none"> she went to a café without her wedding ring he went to a film premiere without his wife is their marriage in danger? <p><i>Any two of the above points for a maximum of 2 marks</i></p>	2	
	b	i	<ul style="list-style-type: none"> with same/similar outlook/concept/view/vision on married life/life of a couple 	1	
		ii	<ul style="list-style-type: none"> nights out/parties/going out with friends 	1	
	c	i	<ul style="list-style-type: none"> shopping in a supermarket 	1	
		ii	<ul style="list-style-type: none"> a list of personal qualities ideal look of the future partner <p><i>Any one of the above points for a maximum of 1 mark</i></p>	1	

Question			Expected Answer(s)	Max mark	Additional Guidance
2	c	iii	<ul style="list-style-type: none"> easier/quicker/handier/better than going to parties (to meet people) spend less time/fewer hours not wasting time/hours in boring conversations/parties/talking to people you are not interested in 	2	
	d		<ul style="list-style-type: none"> one cannot trust what people say about themselves people always present a positive image of themselves photos are airbrushed/edited by Photoshop cannot base a serious relationship on virtual contacts/Internet/online exchanges <p><i>Any three of the above points for a maximum of 3 marks</i></p>	3	
	e		<ul style="list-style-type: none"> shy/timid people/introverts people absorbed in their work/job/spend all their time working/ workaholics people who have/share common/similar/the same interests/who are interested in doing same things 	3	

Question		Expected Answer(s)	Max mark	Additional Guidance
	f	<ul style="list-style-type: none"> • big celebrations are followed by separation • couples argue over who gets the presents • that 1/2 of marriages in Paris and 1/3 in the rest of France end in divorce • marriage is no longer for better or worse <p><i>Any three of the above points for a maximum of 3 marks</i></p>	3	
	g	<ul style="list-style-type: none"> • being with the wrong person/in bad company 	1	

General Marking Principles for Advanced Higher French: Discursive Writing

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the Detailed Marking Instructions, which identify the key features required in candidate responses.

- (a) Marks for each candidate response must always be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) Marking should be holistic. There may be strengths and weaknesses in the piece of writing; markers should focus as far as possible on the strengths, taking account of weaknesses only where they significantly detract from the overall impression.
Three main aspects of the piece of writing should be considered:
 - (i) Content
 - (ii) Accuracy
 - (iii) Language resource – variety, range, structures
- (d) Using the pegged marks table, the marker should first select the row of the table in which the descriptors most closely match the candidate's piece of writing. Once that row has been identified, the assessor should follow this guidance:
 - If the evidence largely matches the descriptors across all of the aspects of the work, award the higher of the two available marks
 - If the evidence largely matches the descriptors across most of the aspects of the work, award the lower of the two marks available
- (e) If markers are in doubt about which of two adjacent rows to select: select the upper row and award the lower pegged mark in that row.
- (f) Markers can award the highest pegged mark (40) for writing even if there are minor errors. These should not detract from the overall impression.
- (g) Candidates are instructed to write 250-300 words. The General and Detailed Marking Instructions should be applied even where the length of the piece of writing falls outside this range.

Detailed Marking Instructions: Section 2 – Discursive Writing

Mark	Content	Accuracy	Language Resource: variety, range, structures
40 or 36	<ul style="list-style-type: none"> • The essay is well structured and all aspects are relevant to the title • The topic is addressed fully, in a balanced way • Overall this comes over as a comprehensive, competent, well thought-out response to the task which reads naturally 	<ul style="list-style-type: none"> • The language is characterised by a high degree of accuracy and may show some flair • A comprehensive range of verbs is used accurately and tenses are consistent and accurate • There is evidence of confident handling of all aspects of grammar and spelling • Some minor errors need not detract from the overall very good impression 	<ul style="list-style-type: none"> • The language used is mostly complex and sophisticated • There is a wide range of structures and vocabulary appropriate to Advanced Higher • There is a comprehensive range of verbs/verb forms and tenses • There is good use of less common adjectives, adverbs, prepositional phrases and, where appropriate, word order • There is extensive use of co-ordinating conjunctions and subordinate clauses throughout the writing • The language flows well and ideas and opinions are expressed effectively
32 or 28	<ul style="list-style-type: none"> • The essay has a good sense of structure and most aspects are relevant to the title • The topic is addressed well • The content is clear and well thought out 	<ul style="list-style-type: none"> • The language is clearly comprehensible throughout and fairly free of serious errors in areas appropriate to Advanced Higher • A range of verbs is used accurately and tenses are generally consistent and accurate • Other parts of speech are used accurately • There are few serious errors in spelling and/or punctuation 	<ul style="list-style-type: none"> • The language used is generally complex and sophisticated • Contains a good range of vocabulary and structures appropriate to Advanced Higher • The candidate uses a good range of verbs/verb forms and tenses • There is good use of co-ordinating conjunctions and subordinate clauses throughout the writing • Ideas and opinions are expressed effectively

Mark	Content	Accuracy	Language Resource: variety, range, structures
24 or 20	<ul style="list-style-type: none"> • The essay has some sense of structure and most aspects have some relevance to the title • The topic is addressed adequately • The content is mostly clear 	<ul style="list-style-type: none"> • The less complex language may be mostly accurate. However, in places, where the candidate attempts to use complex and sophisticated language, this may be less successful • The verbs are generally correct, but the range of verbs and tenses is limited • Spelling and punctuation are generally correct but there may be a few errors in some parts of speech – personal pronouns, gender of nouns, adjective endings, cases, singular/plural confusion • Overall, there is more correct than incorrect and there is the impression that the candidate can handle tenses 	<ul style="list-style-type: none"> • There are some examples of complex and sophisticated language • Contains a reasonable range of vocabulary and structures appropriate to Advanced Higher • There is a limited range of verbs/verb forms and tenses • There are some successful attempts to use co-ordinating conjunctions and subordinate clauses • Ideas and opinions are expressed adequately • There is some dictionary misuse
16 or 12	<ul style="list-style-type: none"> • The essay is lacking in structure and less than half of the aspects have any relevance to the title • The topic is addressed but in a limited way • The content is limited and may be presented as a single paragraph 	<ul style="list-style-type: none"> • The language is insufficiently accurate to convey meaning clearly and consistently • Ability to use verbs and form tenses accurately is inconsistent. There may be confusion between the singular and plural form of verbs • Although basic structures are used accurately, control of the language structure at times deteriorates significantly • There are errors in other parts of speech – gender of nouns, cases, singular/plural confusion – and in spelling and, where appropriate, word order. Several errors are serious • Overall there is more incorrect than correct 	<ul style="list-style-type: none"> • There is limited use of complex and sophisticated language • Contains a limited range of vocabulary and/or structures appropriate to Advanced Higher • There is inconsistency in the use of verbs/verb forms and tenses • There are few successful attempts to use co-ordinating conjunctions and subordinate clauses • There may be examples of unidiomatic translation from English and/or examples of dictionary misuse

Mark	Content	Accuracy	Language Resource: variety, range, structures
8 or 4	<ul style="list-style-type: none"> • The essay is unstructured and few aspects are relevant to the title • The topic is not fully addressed • The content is very limited 	<ul style="list-style-type: none"> • The language is almost completely inaccurate throughout the writing and there is little control of language structure • Most of the verbs are incorrect. There is little evidence of tense control • Most basic structures are not used accurately and control of the language structure generally deteriorates significantly • There are frequent errors in other parts of speech – personal pronouns, gender of nouns, cases, singular/plural confusion, prepositions. Overall there is more incorrect than correct 	<ul style="list-style-type: none"> • There is little use, if any, of complex and sophisticated language • The essay contains a very limited range of vocabulary and structures appropriate to Advanced Higher • The candidate may not cope with more than one or two basic verbs/verb forms and tenses • Some sentences may not be understood by a sympathetic native speaker • There are examples of other language interference and serious dictionary misuse
0	<ul style="list-style-type: none"> • The essay is unstructured and/or irrelevant • The candidate is unable to address the topic 	<ul style="list-style-type: none"> • The language is seriously inaccurate throughout the writing and there is almost no control of language structure • Very few words are written correctly in the modern language 	<ul style="list-style-type: none"> • There is no evidence of complex and sophisticated language • There may be several examples of other language interference • Very little is intelligible to a sympathetic native speaker • There may be several examples of serious dictionary misuse

[END OF EXEMPLAR MARKING INSTRUCTIONS]