



National  
Qualifications  
SPECIMEN ONLY

**SQ12/AH/02**

**French  
Listening and Discursive Writing**

Date — Not applicable

Duration — 1 hour and 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.



\* S Q 1 2 A H 0 2 \*

## SECTION 1 – LISTENING – 30 marks

Attempt ALL questions

## Item 1

Listen to this report about French people working abroad and then answer, in English, the questions below.

- (a) What **two** statistics did a recent report highlight? 2
- (b) What reasons do French people have for living abroad? State any **three** things. 3
- (c) Why does the speaker mention London? State any **two** things. 2
- (d) State the changes that have occurred in terms of accessing jobs in Europe. State any **three** things. 3

## Item 2

Listen to the conversation between Valérie and Bernard who are discussing their plans for the future and then answer, in English, the questions below.

- (a) Why does Bernard have no time to celebrate his graduation from university? State any **two** things. 2
- (b) Why has Bernard decided to leave France? State any **two** things. 2
- (c) Valérie thinks that staying in France is preferable. What reasons does she give? State any **three** things. 3
- (d) Bernard mentions that his cousin went to live in London. State why this was a rewarding experience. 1
- (e) Valérie expresses doubts about Bernard's decision.
- (i) What is she worried about? State any **three** things. 3
- (ii) State what people need to do in order to succeed. 3
- (f) Bernard argues that preparation is key to success. In what ways does he think he is well prepared? State any **three** things. 3
- (g) According to Valérie, what qualities do employers look for in a successful applicant? State any **three** things 3

## SECTION 2 — DISCURSIVE WRITING — 40 marks

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

**3. Culture**

Le format électronique va bientôt remplacer le livre traditionnel en papier.

**4. Learning**

Aujourd’hui, une éducation multiculturelle est nécessaire à la réussite d’un pays.

**5. Employability**

Ce qui compte dans le monde du travail, ce ne sont pas les diplômes, ce sont les compétences de l’employé.

**6. Society**

Construire des éoliennes est un gâchis écologique.

[END OF SPECIMEN QUESTION PAPER]



National  
Qualifications  
SPECIMEN ONLY

---

**SQ12/AH/12**

**French  
Listening Transcript**

Date — Not applicable

Duration — 1 hour and 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.



## 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 this report about French people working abroad and then answer, **in English**, the questions below.

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

On a observé récemment un phénomène qui inquiète le gouvernement français. D'après un rapport officiel, de plus en plus de travailleurs français décident de s'expatrier et d'aller vivre à l'étranger. Les statistiques montrent que premièrement, 30% des jeunes Français voient leur avenir à l'étranger, et, ce qui est plus grave, les statistiques révèlent aussi que 20% des jeunes diplômés de l'université désirent vivre à l'étranger définitivement. Leurs raisons? Ils considèrent qu'une expérience professionnelle acquise à l'étranger est profitable car elle permet de découvrir de nouvelles cultures, de nouvelles langues ou de compléter ses connaissances dans le domaine professionnel. C'est un problème pour les entreprises et le gouvernement français qui ont peur de ne pas trouver dans l'avenir assez de personnes qualifiées pour travailler en France.

En général, l'Europe reste la destination préférée des Français, avec un intérêt particulier pour les pays francophones comme le Luxembourg ou la Belgique. Mais on remarque aussi une nouvelle tendance parmi les Français à aller vivre et travailler en Angleterre. Londres, en particulier, a été désignée sixième ville française, en raison du grand nombre de Français y résidant.

La popularité du travail à l'étranger s'explique par le fait que, dans le passé, partir résider et travailler en Europe demandait beaucoup d'efforts. Maintenant, grâce à Internet, on peut facilement faire une demande d'emploi à l'étranger, et avec Internet il est aussi possible de garder contact gratuitement avec sa famille. Deuxièmement, on note que le coût des transports a baissé énormément. Enfin, les programmes d'échange universitaire comme Erasmus ont ouvert de nouveaux horizons aux étudiants en facilitant les études dans les universités européennes.

En bref, le monde du travail change et la libre circulation des personnes en Europe permet à de nombreux demandeurs d'emploi de réaliser leur rêve de vivre ailleurs et de tenter leur chance sur un marché du travail mondialisé, ce qui n'est peut-être pas une bonne nouvelle pour le gouvernement français.

*(3 minutes)*

(t) **Item 2**

Listen to the conversation between Valérie and Bernard who are discussing their plans for the future and then answer, **in English**, the questions below.

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

- (f) Salut Bernard! Alors, félicitations! On m'a dit que tu as réussi à tes examens universitaires et que comme moi, tu as ton diplôme!
- (m) Oui, et bravo à toi aussi, Valérie! Mais je n'ai pas trop le temps de célébrer, tu sais! Je suis en train de préparer mon CV et de faire des demandes d'emploi pour l'année prochaine, car j'ai besoin de trouver du travail très rapidement, et cela ne va pas être facile à cause de la crise économique!
- (f) C'est vrai que chercher du travail est aussi ma priorité maintenant. Tu vas faire des demandes dans notre ville ou dans toute la France?
- (m) En fait, j'ai pris la décision de quitter la France et d'aller travailler à l'étranger. Je crois que je n'ai aucune chance de trouver une place sur le marché du travail français, car il y a trop de chômage en général. En plus, j'ai lu dans le journal que beaucoup de personnes avec des diplômes universitaires restent sans emploi, alors je veux mettre toutes les chances de mon côté.
- (f) Je ne suis pas de ton avis. Pour moi, rester en France est préférable, car cela permet d'entrer le plus vite possible sur le marché du travail. On peut par exemple faire des stages en entreprise pour se familiariser avec son secteur d'activité, et on peut commencer à acquérir une expérience très appréciée des employeurs, ce qui fera bonne impression sur nos CV. Je crois aussi qu'on a un avantage supplémentaire, car les employeurs peuvent facilement vérifier nos références.
- (m) Je dois admettre que c'est logique, mais personnellement, je crois que la voie royale, c'est de quitter la France. Tu sais, mon cousin est parti vivre à Londres il y a deux ans, et il s'est bien promis de ne pas revenir en France! Pour lui, travailler en Grande-Bretagne a été une expérience très gratifiante, car il a trouvé du travail assez rapidement et après avoir amélioré ses connaissances linguistiques, il a obtenu une promotion bien plus vite là-bas.
- (f) Il a eu de la chance! Mais tu n'as pas peur qu'un autre pays ne soit trop différent, et qu'il ne soit trop difficile de s'habituer à un mode de vie différent? J'ai lu récemment qu'à cause de la crise économique, les Européens sont devenus assez intolérants vis-à-vis d'autres cultures — apparemment, donner du travail aux étrangers n'est pas une priorité aujourd'hui! Pour avoir du succès, il faut bien connaître les conditions de vie du pays qu'on a choisi, comprendre ses lois, ses coutumes, et peut-être, en cas de difficultés, il faut avoir des contacts sur qui compter.
- (m) Je comprends tes arguments, mais tu es vraiment trop pessimiste! Pour moi une bonne préparation est la clef du succès. N'oublie pas que j'ai déjà passé un an en Irlande dans le cadre de mon diplôme universitaire! Je voudrais arriver dans les meilleures conditions possibles, alors j'ai déjà commencé à préparer mon installation à l'étranger. Par exemple, hier j'ai regardé des petites annonces d'emploi sur Internet, j'ai fait une recherche d'annonces de logement et j'ai même trouvé des informations sur leur système de sécurité sociale! Cela devrait me donner un avantage, non?

**Item 2 (continued)**

- (f) Je l'espère pour toi, et en fait, je crois que tous les deux, nous avons de bonnes chances de réussir. Parce qu'à mon avis, que ce soit en France ou à l'étranger, le plus important c'est de montrer un certain esprit d'initiative. De nos jours, tout est si compétitif! Il est bien connu que les employeurs potentiels recherchent toujours les qualités suivantes: il faut faire preuve de confiance en soi, montrer qu'on est plein de ressources et qu'on est prêt à investir toute son énergie dans son travail.
- (m) Je suis bien d'accord! Espérons que nous trouverons tous les deux ce que nous recherchons!
- (t) End of recording.

[END OF SPECIMEN TRANSCRIPT]



National  
Qualifications  
SPECIMEN ONLY

---

**SQ12/AH/02**

**French  
Listening and Discursive Writing**

## Marking Instructions

---

These Marking Instructions have been provided to show how SQA would mark this Specimen 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](mailto: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) If a specific 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.
- (d) Award a mark to each answer. Marks are not transferable between questions and the answers for each question must come from the Item.
- (e) 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.

**Detailed Marking Instructions: Listening**  
**Item 1**

Question		Expected answer(s)	Max mark	Additional guidance	
1	a	<ul style="list-style-type: none"> <li>• 30% of French young people see/envisage their future abroad</li> <li>• 20% of (French)(university) graduates wish to leave their country/become expats/go and live abroad for good /forever</li> </ul>	2	Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidate responses.	
	b	<ul style="list-style-type: none"> <li>• they consider that work experience gained abroad is beneficial</li> <li>• (as) it allows them/people to discover new cultures</li> <li>• (to discover) new languages</li> <li>• to learn more about their field of work/job/profession</li> </ul> <p><i>Any three points from the above four for a maximum of 3 marks</i></p>	3		Markers should ignore extraneous material that does not contradict the answer.
	c	<ul style="list-style-type: none"> <li>• there is a new trend to go and live in England/London (in particular)</li> <li>• London was named the 6th French city</li> <li>• there is a large number of French people living in London</li> </ul> <p><i>Any two points from the above three for a maximum of 2 marks</i></p>	2		

Question		Expected answer(s)	Max mark	Additional guidance
	d	<ul style="list-style-type: none"> <li>• thanks to the Internet, you can easily apply for a job abroad</li> <li>• it's possible to keep in touch with your family free of charge</li> <li>• the cost of transport has come down/reduced a lot/greatly</li> <li>• University exchange programmes like Erasmus (have opened new horizons for students)</li> </ul> <p><i>Any three points from the above four for a maximum of 3 marks</i></p>	3	<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>

**Detailed Marking Instructions: Listening**  
**Item 2**

Question		Expected answer(s)	Max mark	Additional guidance
	a	<ul style="list-style-type: none"> <li>• he is preparing his CV</li> <li>• he is applying for jobs for next year</li> <li>• he needs to find work as soon as possible</li> </ul> <p><i>Any two points from the above three for a maximum of 2 marks</i></p>	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	<ul style="list-style-type: none"> <li>• he thinks he has no chance of finding a job in France</li> <li>• there is too much unemployment in general</li> <li>• there are many graduates who are unemployed</li> </ul> <p><i>Any two points from the above three for a maximum of 2 marks</i></p>	2	
	c	<ul style="list-style-type: none"> <li>• it allows you to get on the job market as soon as possible</li> <li>• you can go on job placements to get familiar with your line of work</li> <li>• you can start to get work experience</li> <li>• employers can easily check your references</li> </ul> <p><i>Any three points from the above four for a maximum of 3 marks</i></p>	3	

Question		Expected answer(s)	Max mark	Additional guidance
	d	<ul style="list-style-type: none"> <li>• he found work quite quickly</li> <li>OR</li> <li>• (after improving his linguistic skills) he was (more) quickly promoted over there</li> </ul>	1	Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidate responses.  Markers should ignore extraneous material that does not contradict the answer.
	e	i <ul style="list-style-type: none"> <li>• another country could be too different</li> <li>• it could be difficult to get used to/follow/adopt a new way of life</li> <li>• Europeans have become quite intolerant of other cultures (because of the economic crisis)</li> <li>• (apparently) giving work to foreigners is not a priority today</li> </ul> <p><i>Any three points from the above four for a maximum of 3 marks</i></p>	3	
		ii <ul style="list-style-type: none"> <li>• It is helpful to know about the living conditions in your chosen country</li> <li>• you should understand its laws/its customs</li> <li>• and have a contact to rely on in case of difficulty</li> </ul>	3	

Question		Expected answer(s)	Max mark	Additional guidance
	<b>f</b>	<ul style="list-style-type: none"> <li>• he has spent a year in Ireland as part of his degree</li> <li>• he has looked at job adverts on the internet</li> <li>• he has searched for accommodation adverts</li> <li>• and has even found information on their social security system</li> </ul> <p><i>Any three points from the above four for a maximum of 3 marks</i></p>	<b>3</b>	<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>g</b>	<ul style="list-style-type: none"> <li>• the applicant should show some initiative</li> <li>• they should display self-confidence</li> <li>• they should show that they are resourceful</li> <li>• and show that they are ready to invest all their energy into work</li> </ul> <p><i>Any three points from the above four for a maximum of 3 marks</i></p>	<b>3</b>	

## 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.

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

Mark	Content	Accuracy	Language resource: variety, range, structures
32 or 28	<ul style="list-style-type: none"> <li>• The essay has a good sense of structure and most aspects are relevant to the title</li> <li>• The topic is addressed well</li> <li>• The content is clear and well thought out</li> </ul>	<ul style="list-style-type: none"> <li>• The language is clearly comprehensible throughout and fairly free of serious errors in areas appropriate to Advanced Higher.</li> <li>• A range of verbs is used accurately and tenses are generally consistent and accurate</li> <li>• Other parts of speech are used accurately</li> <li>• There are few serious errors in spelling and/or punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• The language used is generally complex and sophisticated</li> <li>• Contains a good range of vocabulary and structures appropriate to Advanced Higher</li> <li>• The candidate uses a good range of verbs/verb forms and tenses</li> <li>• There is good use of co-ordinating conjunctions and subordinate clauses throughout the writing</li> <li>• Ideas and opinions are expressed effectively</li> </ul>
24 or 20	<ul style="list-style-type: none"> <li>• The essay has some sense of structure and most aspects have some relevance to the title</li> <li>• The topic is addressed adequately</li> <li>• The content is mostly clear</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• The verbs are generally correct, but the range of verbs and tenses is limited</li> <li>• 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</li> <li>• Overall, there is more correct than incorrect and there is the impression that the candidate can handle tenses</li> </ul>	<ul style="list-style-type: none"> <li>• There are some examples of complex and sophisticated language</li> <li>• Contains a reasonable range of vocabulary and structures appropriate to Advanced Higher</li> <li>• There is a limited range of verbs/verb forms and tenses</li> <li>• There are some successful attempts to use co-ordinating conjunctions and subordinate clauses.</li> <li>• Ideas and opinions are expressed adequately</li> <li>• There is some dictionary misuse</li> </ul>

Mark	Content	Accuracy	Language resource: variety, range, structures
16 or 12	<ul style="list-style-type: none"> <li>• The essay is lacking in structure and less than half of the aspects have any relevance to the title</li> <li>• The topic is addressed but in a limited way</li> <li>• The content is limited and may be presented as a single paragraph</li> </ul>	<ul style="list-style-type: none"> <li>• The language is insufficiently accurate to convey meaning clearly and consistently</li> <li>• Ability to use verbs and form tenses accurately is inconsistent. There may be confusion between the singular and plural form of verbs</li> <li>• Although basic structures are used accurately, control of the language structure at times deteriorates significantly</li> <li>• 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</li> <li>• Overall there is more incorrect than correct</li> </ul>	<ul style="list-style-type: none"> <li>• There is limited use of complex and sophisticated language</li> <li>• Contains a limited range of vocabulary and/or structures appropriate to Advanced Higher</li> <li>• There is inconsistency in the use of verbs/verb forms and tenses</li> <li>• There are few successful attempts to use co-ordinating conjunctions and subordinate clauses</li> <li>• There may be examples of unidiomatic translation from English and/or examples of dictionary misuse</li> </ul>
8 or 4	<ul style="list-style-type: none"> <li>• The essay is unstructured and few aspects are relevant to the title</li> <li>• The topic is not fully addressed</li> <li>• The content is very limited</li> </ul>	<ul style="list-style-type: none"> <li>• The language is almost completely inaccurate throughout the writing and there is little control of language structure</li> <li>• Most of the verbs are incorrect. There is little evidence of tense control</li> <li>• Most basic structures are not used accurately and control of the language structure generally deteriorates significantly</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• There is little use, if any, of complex and sophisticated language</li> <li>• The essay contains a very limited range of vocabulary and structures appropriate to Advanced Higher</li> <li>• The candidate may not cope with more than one or two basic verbs/verb forms and tenses</li> <li>• Some sentences may not be understood by a sympathetic native speaker</li> <li>• There are examples of mother tongue interference and serious dictionary misuse</li> </ul>

Mark	Content	Accuracy	Language resource: variety, range, structures
0	<ul style="list-style-type: none"> <li>• The essay is unstructured and/or irrelevant</li> <li>• The candidate is unable to address the topic</li> </ul>	<ul style="list-style-type: none"> <li>• The language is seriously inaccurate throughout the writing and there is almost no control of language structure</li> <li>• Very few words are written correctly in the modern language</li> </ul>	<ul style="list-style-type: none"> <li>• There is no evidence of complex and sophisticated language</li> <li>• There may be several examples of mother tongue interference</li> <li>• Very little is intelligible to a sympathetic native speaker</li> <li>• There may be several examples of serious dictionary misuse</li> </ul>

[END OF SPECIMEN MARKING INSTRUCTIONS]

**Published:** January 2017

**Change since last published:**

Overall purpose question removed, amendments to General Marking Principles and marks re-allocated.

Amends to marking instructions for Question 1b.