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National  
Qualifications  
EXEMPLAR PAPER ONLY

Mark

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**EP17/H/03**

**French  
Listening and Writing**

Date — Not applicable

Duration — 1 hour



\* EP 17 H 0 3 \*

Fill in these boxes and read what is printed below.

Full name of centre

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Town

--

Forename(s)

--

Surname

--

Number of seat

--

Date of birth

Day

--	--

Month

--	--

Year

--	--

Scottish candidate number

--	--	--	--	--	--	--	--	--	--

Total marks — 30

**SECTION 1 — LISTENING — 20 marks.**

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 spaces provided.

**SECTION 2 — WRITING — 10 marks.**

Write your answer clearly, in **French**, in the space provided.

Attempt ALL questions. You may use a French dictionary.

Additional space for answers is provided at the end of this booklet. If you use this space you must clearly identify the question number you are attempting.

You are not allowed to leave the examination room until the end of the test.

Use **blue** or **black** ink.

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



\* EP 17 H 0 3 0 1 \*

SECTION 1 — LISTENING — 20 marks

Attempt ALL questions

MARKS

DO NOT  
WRITE IN  
THIS  
MARGIN

Item 1

You listen to a news item about learning a language.

- (a) Why do some pupils not want to learn a language? 1

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- (b) The speaker goes on to talk about the ways in which languages can be beneficial.

- (i) In what ways could having knowledge of a language help you in the workplace? State any **two** things. 2

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- (ii) In what ways could knowledge of French help you as a tourist? State **two** things. 2

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- (c) As far as technology is concerned, why is it important to speak French? 1

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- (d) In what other way can learning French be useful? 1

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- (e) Overall, which statement best describes what you have heard? Tick (✓) the correct statement. 1

Learning French is a waste of time	
Learning French is useful in some countries	
Learning French is useful in all sorts of ways	



\* E P 1 7 H 0 3 0 2 \*

**Item 2**

Annie, a student in a French lycée, has just returned to France after spending a term in a Scottish school as part of an exchange. She tells us about her experiences.

(a) Annie talks about the advantages of spending three months in Scotland.

(i) What was the biggest advantage for Annie?

1

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(ii) What other advantage was there?

1

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(b) Annie talks about the differences between the way of life in Scotland and the way of life in France.

(i) What differences did she find? State **two** things.

2

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(ii) In what way did these differences affect her own habits?

1

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(c) What things did she particularly like about Scottish schools? Give **two** details.

2

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(d) Why did she find living in Scotland difficult at first? Give any **two** details.

2

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Item 2 (continued)

**MARKS** DO NOT  
WRITE IN  
THIS  
MARGIN

(e) What **two** activities did she do to get to know people?

**2**

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(f) In what way did she benefit from her stay in Scotland?

**1**

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\* E P 1 7 H 0 3 0 4 \*





ADDITIONAL SPACE FOR ANSWERS

MARKS

DO NOT  
WRITE IN  
THIS  
MARGIN



\* E P 1 7 H 0 3 0 7 \*

ADDITIONAL SPACE FOR ANSWERS

MARKS DO NOT  
WRITE IN  
THIS  
MARGIN



\* E P 1 7 H 0 3 0 8 \*



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**EP17/H/13**

**French  
Listening Transcript**

Date — Not applicable

Duration — 1 hour

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**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.



\* EP17H13 \*

## Transcript — 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**

You listen to a news item about learning a language.

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

**(m/f)** De nos jours beaucoup d'élèves britanniques ne veulent pas apprendre de langue étrangère. Certains élèves pensent que c'est inutile parce que tout le monde parle anglais.

Mais selon un sondage récent, apprendre les langues, et le français en particulier, est très important.

Sur le marché international du travail on cherche des gens qui savent parler des langues étrangères. C'est-à-dire que la connaissance d'une langue vous permet de trouver un travail plus facilement.

En plus, si on veut travailler dans le domaine de l'architecture, de la danse ou de la cuisine, le français devient indispensable parce que le français est la langue internationale dans ces domaines.

Même si on veut tout simplement visiter la France, c'est tellement plus agréable et amusant si on connaît la langue. Par exemple, ça permet de manger plus facilement à prix raisonnable dans des restaurants qui ne sont pas pleins de touristes. Il ne faut pas oublier que le français est aussi utile si l'on visite les pays francophones de l'Afrique et de certaines îles des Caraïbes.

En ce qui concerne la technologie, le français est la huitième langue utilisée sur Internet après l'anglais et l'allemand.

Si on parle le français, il est plus facile d'apprendre d'autres langues, notamment les langues latines comme l'espagnol, l'italien, et le portugais.

Donc, ceux qui pensent qu'apprendre une langue étrangère est une perte de temps devraient changer d'avis.

*(2 minutes)*

**(t) Item 2**

Annie, a student in a French lycée, has just returned to France after spending a term in a Scottish school as part of an exchange. She tells us about her experiences.

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

- (m) Annie, vous venez de passer trois mois en Ecosse. Est-ce que vous avez profité de votre séjour là-bas?**
- (f) Oui. Le plus grand avantage c'est que j'ai pu améliorer mon anglais. Mais, ce n'est pas surprenant, parce que quand on est tout seul dans un pays et quand on ne connaît personne, on n'a pas d'autre choix que de parler avec les gens, et on apprend la langue en bavardant.**
- (m) Est-ce qu'il y avait d'autres avantages?**
- (f) Un deuxième avantage c'était de voir comment les gens vivent en Ecosse, par exemple ce qu'ils font dans leur temps libre.**
- (m) Est-ce que vous avez trouvé beaucoup de différences entre la vie en Ecosse et la vie en France?**
- (f) Alors, j'ai trouvé que la façon de manger est très différente. En France nous avons deux repas principaux—le déjeuner et le dîner—alors qu'en Ecosse il me semble qu'on mange plus souvent: on grignote presque toute la journée! J'ai donc dû changer mes propres habitudes: à midi en France je mange toujours à la cantine du lycée; quand j'étais en Ecosse je sortais en ville acheter quelque chose à manger dans un magasin.**
- (m) Qu'est-ce que vous avez pensé de la vie scolaire en Ecosse?**
- (f) Je préfère la journée scolaire en Ecosse parce que je finissais les cours à quinze heures trente tandis qu'en France je ne finis qu'à dix-sept heures et quelquefois même plus tard. En plus, j'avais moins de devoirs en Ecosse!**
- (m) Pendant ce long séjour, y avait-il des moments difficiles au début?**
- (f) Au début oui. Quelquefois je me sentais triste simplement parce que j'avais laissé mes amis en France. C'est normal, n'est-ce pas? Je faisais des efforts pour me faire des amis écossais mais quand on ne parle pas bien la langue, l'accent écossais est parfois difficile à comprendre.**
- (m) Qu'est-ce que vous avez fait pour vous adapter à la vie en Ecosse?**
- (f) Heureusement, j'étais résolue à réussir et j'ai fait un grand effort pour faire beaucoup de connaissances. La famille chez qui je logeais était très sympa et puis au lycée j'ai rencontré beaucoup de gens de mon âge. Le plus important est de se faire des amis. Je me suis inscrite dans toutes sortes de clubs: j'ai participé à des sports d'équipe et j'ai commencé à chanter dans une chorale, ce qui me plaisait beaucoup. Participer à des clubs est un excellent moyen de rencontrer les gens.**
- (m) Et finalement, êtes-vous contente d'avoir passé ce trimestre en Ecosse?**
- (f) Oui, parce que je crois que j'ai beaucoup gagné en confiance en moi, et j'ai appris à me débrouiller seule. Voilà deux choses très importantes pour la vie. Je n'oublierai jamais les gens que j'ai connus là-bas, et les choses que j'ai faites, mais, en fin de compte, il faut avouer que j'étais bien contente de rentrer en France et de revoir mes amis et ma famille.**

(2 minutes)

(t) End of test

Now look over your answers.

[END OF EXEMPLAR TRANSCRIPT]



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**EP17/H/03**

**French  
Listening and Writing**

## Marking Instructions

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

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## General Marking Principles for 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 1-2 marks.
  - ii) Question (e) from item 1 is the overall purpose question worth 1 mark. This is always a supported question. In this paper the question is presented in the form of a grid. Where a candidate ticks two or more boxes award zero 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.

## Marking Instructions: Listening

### Item 1

Question		Expected answer(s)	Max mark	Additional guidance
a		<ul style="list-style-type: none"> <li>they think it is useless/everyone speaks English</li> </ul>	1	<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"> <li>employers are looking for people who speak foreign languages</li> <li>you will find a job more easily</li> <li>French is the international language in architecture/dance/cooking</li> </ul>	2	
b	ii	<ul style="list-style-type: none"> <li>it's easier to eat cheaply in restaurants/it's easier to eat in restaurants which are not full of tourists</li> <li>it is useful if visiting French-speaking African countries/certain islands in the Caribbean</li> </ul>	2	
c		<ul style="list-style-type: none"> <li>it is the eighth most widely used language on the internet</li> </ul>	1	
d		<ul style="list-style-type: none"> <li>it helps you learn other languages/it helps you learn Spanish/Italian/Portuguese</li> </ul>	1	
e		<ul style="list-style-type: none"> <li>learning French is useful in all sorts of ways</li> </ul>	1	

Item 2

Question		Expected answer(s)	Max mark	Additional guidance
a	i	<ul style="list-style-type: none"> <li>she could improve her English</li> </ul>	1	<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>
a	ii	<ul style="list-style-type: none"> <li>she could see how Scottish people live/she could see what Scottish people did in their free time</li> </ul>	1	
b	i	<ul style="list-style-type: none"> <li>the way Scottish people ate</li> <li>in France people eat two main meals/ in Scotland people eat more often/snack all day</li> </ul>	2	
b	ii	<ul style="list-style-type: none"> <li>she went into town and bought something from a shop/she did not eat in the canteen as she did in France</li> </ul>	1	
c		<ul style="list-style-type: none"> <li>she gets home earlier/she gets home at 3:30pm</li> <li>there is less homework</li> </ul>	2	
d		<ul style="list-style-type: none"> <li>she had left her friends in France</li> <li>she did not speak English well</li> <li>she found the Scottish accent difficult to understand</li> </ul> <p><i>Any two points of the above three for 2 marks</i></p>	2	
e		<ul style="list-style-type: none"> <li>she joined all sorts of clubs/she took part in team sports</li> <li>she joined/ sang in a choir</li> </ul>	2	
f		<ul style="list-style-type: none"> <li>she gained confidence in herself</li> <li>she learned to manage on her own</li> </ul> <p><i>Any one point of the above two for 1 mark</i></p>	1	

## General Marking Principles for Higher French Writing

*This information is provided to help you understand the general principles that 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) Candidates will write 120-150 words in a piece of extended writing in French addressing a stimulus of three questions in French.
- (b) Marks for each candidate response must **always** be assigned in line with these general marking principles and the detailed Marking Instructions for the writing task.
- (c) For each of the types of writing (*Directed Writing or Writing*), the marker should select the pegged mark that most closely describes the candidate's performance.
- (d) 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. Marks should be awarded for the candidate's demonstration of ability in the three main characteristics in writing:
  - i) content
  - ii) accuracy
  - iii) language resource - variety, range, structure
- (e) Markers can award the highest pegged mark for writing even if there are minor errors. These should not detract from the overall impression.
- (f) Candidates may display ability across more than one pegged mark descriptor. Markers should recognise the closeness of the pegged mark descriptors and consider carefully the most appropriate overall pegged mark based on the candidate's performance.

The table below gives further guidance to markers. If:

the candidate exceeds the recommended word count	This in itself need not be important, although it is important to be clear that it is possible to attain top marks if the writing does not exceed 120 words. It is important to assess what has been written - sometimes by exceeding the word count the candidate's control of the language deteriorates and this has to be reflected in the mark awarded.
some parts of the writing fit into one category but others are in the next, lower category	If the better sections contain more sophisticated language, it may still be appropriate to choose the higher marks. However, if the better sections contain relatively basic constructions and attempts to use more sophisticated language are unsuccessful, then it is most likely that the writing is at the 6/4 interface and the Marking Instructions should be used to help the marker come to a final decision.
the marker is having great difficulty in deciding whether the writing is good enough to pass or not quite good enough to pass	It is essential to consider carefully the accuracy of the verbs overall. If more verbs are correct than wrong, then it is likely that the candidate deserves to pass, unless there are many other inaccuracies in the writing.

Mark	Content	Accuracy	Language resource: variety, range, structures
10	<ul style="list-style-type: none"> <li>• The content is comprehensive.</li> <li>• The topic is addressed fully, in a balanced way.</li> <li>• Some candidates may also provide additional information.</li> <li>• Overall this comes over as a competent, well thought-out response to the task which reads naturally.</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 very good impression.</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 accurately, although the language may contain a number of minor errors, or even one serious major error.</li> </ul>	<ul style="list-style-type: none"> <li>• The language used is detailed and complex.</li> <li>• There is good use of adjectives, adverbs, prepositional phrases and, where appropriate, word order.</li> <li>• A comprehensive range of verbs/verb forms, tenses and constructions is used.</li> <li>• Some modal verbs and infinitives may be used.</li> <li>• The candidate is comfortable with the first person of the verb and generally uses a different verb in each sentence.</li> <li>• The candidate uses co-ordinating conjunctions and subordinate clauses throughout the writing.</li> <li>• Sentences are mainly complex and accurate.</li> <li>• The language flows well.</li> </ul>

Mark	Content	Accuracy	Language resource: variety, range, structures
8	<ul style="list-style-type: none"> <li>• The content is clear.</li> <li>• The topic is addressed clearly.</li> </ul>	<ul style="list-style-type: none"> <li>• The language is mostly accurate. However where the candidate attempts to use detailed and complex language, this may be less successful, although basic structures are used accurately.</li> <li>• A range of verbs is used accurately and tenses are generally consistent and accurate.</li> <li>• There may be a few errors in spelling, adjective endings and, where relevant, case endings. Use of accents is less secure.</li> <li>• Verbs and other parts of speech are used accurately but simply.</li> </ul>	<ul style="list-style-type: none"> <li>• The language used is detailed and complex.</li> <li>• The candidate uses a range of verbs/verb forms and other constructions.</li> <li>• There may be less variety in the verbs used.</li> <li>• The candidate is comfortable with the first person of the verb and generally uses a different verb in each sentence.</li> <li>• Most of the more complex sentences use co-ordinating conjunctions, and there may also be examples of subordinating conjunctions where appropriate.</li> <li>• Sentences are generally complex and mainly accurate.</li> <li>• At times the language may be more basic than might otherwise be expected at this level.</li> <li>• There may be an example of minor dictionary misuse.</li> <li>• Overall the writing will be very competent, essentially correct, but may be pedestrian.</li> </ul>

Mark	Content	Accuracy	Language resource: variety, range, structures
6	<ul style="list-style-type: none"> <li>• The content is adequate and may be similar to that of an 8 or a 10.</li> <li>• The topic is addressed adequately.</li> </ul>	<ul style="list-style-type: none"> <li>• The language may be mostly accurate. However, in places, control of the language structure may deteriorate significantly.</li> <li>• The verbs are generally correct, but basic. Tenses may be inconsistent, with present tenses being used at times instead of past tenses.</li> <li>• There may be errors in spelling, eg reversal of vowel combinations adjective endings and some prepositions may be inaccurate or omitted, eg I went the town. There are quite a few errors in other parts of speech - personal pronouns, gender of nouns, adjective endings, cases, singular/plural confusion - and in the use of accents.</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 detailed and complex language.</li> <li>• The language is perhaps repetitive and uses a limited range of verbs and fixed phrases not appropriate to this level.</li> <li>• The candidate relies on a limited range of vocabulary and structures.</li> <li>• There is minimal use of adjectives, probably mainly after “is”.</li> <li>• The candidate has a limited knowledge of plurals.</li> <li>• The candidate copes with the present tense of most verbs.</li> <li>• Where the candidate attempts constructions with modal verbs, these are not always successful.</li> <li>• Sentences are mainly single clause and may be brief.</li> <li>• There may be some dictionary misuse.</li> </ul>

Mark	Content	Accuracy	Language resource: variety, range, structures
4	<ul style="list-style-type: none"> <li>• The content may be limited and may be presented as a single paragraph.</li> <li>• The topic is addressed in a limited way.</li> </ul>	<ul style="list-style-type: none"> <li>• The language used to address the more predictable aspects of the task may be accurate. However, major errors occur when the candidate attempts to address a less predictable aspect.</li> <li>• A limited range of verbs is used.</li> <li>• Ability to form tenses is inconsistent.</li> <li>• In the use of the perfect tense the auxiliary verb is omitted on a number of occasions.</li> <li>• There may be confusion between the singular and plural form of verbs.</li> <li>• There are errors in many other parts of speech - gender of nouns, cases, singular/plural confusion - and in spelling and, where appropriate, word order.</li> <li>• Several errors are serious, perhaps showing other language interference.</li> <li>• Overall there is more incorrect than correct.</li> </ul>	<ul style="list-style-type: none"> <li>• There is limited use of detailed and complex language and the language is mainly simple and predictable.</li> <li>• The language is repetitive, with undue reliance on fixed phrases and a limited range of common basic verbs such as to be, to have, to play, to watch.</li> <li>• There is inconsistency in the use of various expressions, especially verbs.</li> <li>• Sentences are basic and there may be one sentence that is not intelligible to a sympathetic native speaker.</li> <li>• An English word may appear in the writing or a word may be omitted.</li> <li>• There may be an example of serious dictionary misuse.</li> </ul>

Mark	Content	Accuracy	Language resource: variety, range, structures
2	<ul style="list-style-type: none"> <li>• The content may be basic or similar to that of a 4 or even a 6.</li> <li>• The topic is thinly addressed.</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>• Many of the verbs are incorrect or even omitted. There is little evidence of tense control.</li> <li>• There are many errors in other parts of speech – personal pronouns, gender of nouns, cases, singular/plural confusion.</li> <li>• Prepositions are not used correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• There is little use, if any, of detailed and complex language.</li> <li>• The candidate has a very limited vocabulary.</li> <li>• Verbs used more than once may be written differently on each occasion.</li> <li>• The candidate cannot cope with more than one or two basic verbs.</li> <li>• Sentences are very short and some sentences may not be understood by a sympathetic native speaker.</li> <li>• Several English or “made-up” words may appear in the writing.</li> <li>• There are examples of serious dictionary misuse.</li> </ul>

Mark	Content	Accuracy	Language resource: variety, range, structures
0	<ul style="list-style-type: none"> <li>• The content is very basic.</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>• (Virtually) nothing is correct.</li> <li>• Most of the errors are serious.</li> <li>• Very little is intelligible to a sympathetic native speaker.</li> </ul>	<ul style="list-style-type: none"> <li>• There is no evidence of detailed and complex language.</li> <li>• The candidate copes only with “have” and “am”.</li> <li>• There may be several examples of other language interference.</li> <li>• Very few words are written correctly in the modern language.</li> <li>• English words are used.</li> <li>• There may be several examples of serious dictionary misuse.</li> </ul>

[END OF EXEMPLAR MARKING INSTRUCTIONS]