



2007 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 Instruction.

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' sub-para 3.) **Do not write the reasons on the script itself. Do not make any entry on the outside of the envelope.**

Advanced Higher French – Section I Listening Part A

Questions/Acceptable answers	Unacceptable answers	Acceptable/Markers' Notes
<p>1. Which government ministries have encouraged the employment of women over the last 20 years? 1 point</p> <ul style="list-style-type: none"> • The Ministries of Education and Women's rights. 		Female/Feminine
<p>2. What sectors of employment have seen a large increase in women employees? 2 points</p> <ul style="list-style-type: none"> • Medicine • Journalism 		
<p>3. Give two examples of jobs where women are under-represented. 2 points</p> <ul style="list-style-type: none"> • 9% in the building industry • 20% in computing 	<p>Information sector</p> <p>Data processing</p>	<p>Construction</p> <p>Information technology</p>

Questions/Acceptable answers	1 point	Unacceptable answers	Acceptable/Markers' Notes
<p>4. Describe one of the two government initiatives to help encourage female employment.</p> <ul style="list-style-type: none"> • <u>Financial support/backing</u> for <u>training</u> women 			<p>Altering building for women/ meeting women's needs in a company/separate facilities</p>
<p>OR</p>			
<p>5. Give two reasons why things are slow to change.</p> <ul style="list-style-type: none"> • Women still/prefer to work as secretaries/in the caring professions/to do social work • Employers are still reluctant to spend so much money/ 15000 Euros to create female changing rooms/toilets 	<p>2 points</p>	<p>Wrong figure</p>	<p>Social jobs</p> <p>It's too expensive to change Separate toilets.</p>

Questions/Acceptable answers	1 point	Unacceptable answers	Acceptable/Markers' Notes
<p>6. (a) What conclusion does the speaker come to about what should be done?</p> <ul style="list-style-type: none"> You need to change (in people's minds) the idea of male/female jobs/the idea of female/men's/women's jobs needs to be changed. 	1 point	Men alone/women alone	Acceptable/Markers' Notes
<p>(b) What statistics does she quote to illustrate her point?</p> <ul style="list-style-type: none"> There are (only) 8 % of women /doing/in a technology baccalaureat/studies/diploma/exams/certificate 	1 point	IT/craft and design/CDT Degree/have a degree in	Technical Bac/studies

Advanced Higher French – Section I Listening Part B

Questions/Acceptable answers	2 points	Unacceptable answers	Acceptable/Markers' Notes
<p>1. What good news have Paul and Claire received on the job front?</p> <ul style="list-style-type: none"> • Paul has been promoted to a senior nurse position/chief nurse • Claire has just graduated in computing. 		Technology	Qualification/diploma
<p>2. When Claire was on work experience, she encountered prejudice because she was female. Mention three examples of this.</p> <ul style="list-style-type: none"> • She was mistaken for a secretary • She was always asked to bring <u>coffee and croissants</u> • Her male colleagues were never asked. 	3 points	Made a secretary/treated like/given the job of/doing job.	Thought she was.

Questions/Acceptable answers	3 points	Unacceptable answers	Acceptable/Markers' Notes
<p>3. Paul also describes prejudice against women in his work place.</p> <p>(a) What situation does he find himself in which illustrates this?</p> <ul style="list-style-type: none"> • Paul is taken/mistaken for a doctor/when Paul is with a female doctor/although Paul is just a nurse • Women doctors are asked by the patients to bring water • He is asked for a diagnosis of the patients' illnesses/ about cardiac problems/illnesses 	3 points	<p>Drink</p> <p>Illnesses on its own</p>	
<p>(b) What conclusion does he reach?</p> <ul style="list-style-type: none"> • Even in a hospital bed people have sexist prejudices/ patients are sexist 	1 point	<p>In a hospital/there is sexism in hospital/prejudice exists in hospital</p>	In hospital

Questions/Acceptable answers	1 point	Unacceptable answers	Acceptable/Markers' Notes
<p>4. What does Claire object to?</p> <ul style="list-style-type: none"> • Being a woman doesn't mean being less qualified than a man <p>OR</p> <ul style="list-style-type: none"> • Paul saying it's normal to find sexual prejudice 		Normal	People thinking women are not as qualified as men
<p>5. In Paul's opinion, why are women suited to teaching?</p> <ul style="list-style-type: none"> • Women are more patient (than men). • They tend to be in jobs where personal/human qualities are important 	1 point	Humane	caring

Questions/Acceptable answers	Unacceptable answers	Acceptable/Markers' Notes
<p>6. Claire explains that some scientists have some to come interesting conclusions to justify stereotypes regarding men/women. According to their findings: 1 point</p>		
<p>(a) What do women find difficult?</p> <ul style="list-style-type: none"> • Women find reading maps difficult 		Maps
<p>(b) What do men struggle with? 1 point</p> <ul style="list-style-type: none"> • Men have trouble with verbal/oral communication 	Communication Aural	Expressing themsleves
<p>(c) What biological explanation is there to explain why women go into nursing and men into medicine? 2 points</p> <ul style="list-style-type: none"> • Women are (biologically) programmed to help/serve/ service/be at the service of others • Men are biologically programmed to make rational/ abstract decisions 	Decisions	Better at

Questions/Acceptable answers	1 point	Unacceptable answers	Acceptable/Markers' Notes
<p>7. What did government campaigns at school aim to encourage?</p> <ul style="list-style-type: none"> • That more girls/women study technology/technical subjects 		IT	CDT
<p>8. Why is Claire happy with her line of work?</p> <ul style="list-style-type: none"> • Computers don't have a sex/gender • Computers are less complicated than people • Computers do not behave differently because she is a woman • Claire has always wanted to work with computers. 	3 points	Can't distinguish between sexes	Don't mind what sex she is No sexism with computers
(Any 3)			

Section II – Discursive Writing

Notes on procedure

- 1 There are **40 marks** awarded to the Discursive Writing section.
- 2 The mark should be awarded on the basis of your general evaluation of the essay. It will be based on (a) grammatical correctness, (b) idiomatic command and sense of style, (c) the intellectual level of the ideas expressed, (d) plan or orderly development of ideas, (e) relevance to the subject set – but you remain free to vary the weight you attach to each of these in each individual essay. Answers which are largely irrelevant to the subject are unlikely to gain more than a Satisfactory mark, and could in some cases be considerably lower.
- 3 **Credit points**, indicated by a prominent tick in the left-hand margin, should be given for anything good. Such credit points may be gained, for example, by a good use of idiom, a well-handled syntactical construction, variety of constructions; a well-organised plan, neatly constructed paragraphs, a forcefully expressed idea, appropriate use of varied registers.

Weak essays are commonly characterised by inaccurate grammar, thin or repetitious vocabulary and poor planning or relevance.
- 4 Neither grammatical mistakes nor credit points are to be formally totalled; but you should use them as guides for your final assessment. A candidate with one or two credit points may be in the running for a good mark, while one with a lot of grammatical mistakes or other signs of weakness will probably fall into the 'Unsatisfactory' category, or below. Poor punctuation and writing that is difficult to read may be penalised.
- 5 To award your final mark, you should place each script in one of a given number of categories. Each of these carries a fixed mark, as outlined in the Pegged Marks and Criteria on page 10.

You must observe this fixed scale of marks, the purpose of which is to prevent a proliferation of individual marking scales.
- 6 The mark awarded should be entered in the **outer right hand margin** at the end of the question, then added to the mark for Section I. The resulting total must be entered in the space provided on the outside front cover of the script and transferred to the Mark Sheet.

AH Discursive Writing

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

[END OF MARKING INSTRUCTIONS]