



2008 French

Advanced Higher – Listening and Discursive Writing

Finalised Marking Instructions

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Section I – Listening
Section II – Discursive Writing

General Procedure

- 1 Before marking proper begins, it is the responsibility of the marking team to fix appropriate standards. The marking process will therefore be divided into two stages: a **preliminary** stage which will be explanatory and aimed at establishing the standards to be applied, and the **marking** stage when scripts will be marked according to an agreed scheme, on the basis of photostat scripts.

- 2 **Preliminary Stage**

This covers the period from the time the markers receive their scripts and photocopies to the Marker's Meeting.

When you receive the first batches of scripts, you should read a sufficient number to feel you have a reasonable impression of the general level of the candidate's work, then mark **provisionally** and in pencil only, as many as you can before the Marker's Meeting with the purpose of testing how the Marking Instructions work in practice. While carrying out this provisional marking, any points which have not been covered by the key, and any other points which may help with the process of standardisation, should be entered on one of the copies of the Marking Key.

The photostat copies should also be marked and brought to the Marker's Meeting, where they will serve as a basis for comparison of standards and general discussion on marking.

- 3 **Markers' Meeting**

In discussion of these Instructions and the photostat scripts, you will have the opportunity of discussing any points of difficulty or any doubt on matters of procedure or marking. You should bring both copies of the Marking Instructions to the meeting, the one with the preliminary notes, the other for the insertion of any amendments made at the meeting. The second, revised copy should be used as the basis for the marking proper. The decisions made at the Marker's Meeting will be binding on markers, and the Marking Instructions, as revised, must be followed closely. Should any reservations occur to you during the course of marking proper, you should mention them in your report, but if the preliminary stage is carried out thoroughly, such reservations should be infrequent.

You may also bring selected scripts with you to the Marker's Meeting if you have encountered any particular points of difficulty which may warrant the examination of complete scripts. However you must scrupulously observe the Scottish Qualifications Authority's ruling that scripts may not be read or marked in public places or on public transport. In general, you must observe the highest standards of caution when carrying scripts about with you. (See Terms and Conditions of Employment of Markers on Form Ex51 (a) sent with your letter of invitation to serve as a marker.)

4 **Marking Stage**

- (a) This covers the period from the Markers' Meeting until the final date for the return of scripts to SQA. By that date all marked scripts, Mark Sheets and Reports should be returned to SQA. Marking should be carried out according to the following scheme, taking into account any modifications of detail which may be decided on at the Markers' Meeting.

- (b) The mark for the Listening section of this paper is out of 30; the mark for the Discursive Writing section is out of 40.

- (c) For Section II, you are requested to keep a record of the number of candidates attempting each question. This information should be included in your Marker's Report.

- (d) In the case of **serious** doubt about an assessment, you must award a mark and then refer the piece of work to the Principal Assessor. To do this, write "PA Referral" underneath the "For Official Use" section on the front of the script and complete a Principal Assessor Referral form (copies of which are enclosed in your marker's pack). (Also see 'Entries on the Mark Sheets' subparagraph 3.) **Do not write the reasons on the script itself. Do not make any entry on the outside of the envelope.**

Advanced Higher French – Section I Listening Part A

Questions/Acceptable answers	2 points	Unacceptable answers	Acceptable/Markers' Notes
<p>1. What factors determine how much people use the Internet?</p> <ul style="list-style-type: none">• Age• Diplomas/education/qualifications/degrees• Social and work factors/background	(2 from 3)	Profession on its own Social on its own Social circles	
<p>2. Who uses the Internet the most?</p> <ul style="list-style-type: none">• Young people in the 15-19 age bracket.	1 point	Young people	

Questions/Acceptable answers	3 points	Unacceptable answers	Acceptable/Markers' Notes
3. What do more educated people tend to use the Internet for?	3 points	Finding out bank details Using bank card	Keep track of bank account Do their finances Using bank online Accessing bank account
• Managing their banking (on-line)	(3 from 4)	Research on its own investigations	Buy things/shop
• Making purchases (on-line)			Research information
• Searching for <u>information</u>			Official documents
• <u>Downloading</u> administrative documents			
4. What do other users look for on the Internet?	2 points		Play Looking for
• Games			Download/watch music/vidoes
• Access music and/or videos			

Questions/Acceptable answers	1 point	Unacceptable answers	Acceptable/Markers' Notes
<p>5. According to the speaker, what remains the main activity of the Internet and how is this achieved?</p> <ul style="list-style-type: none"> • Communication via email and communication via instant messaging 	1 point		<p>MSN, Web 2 Social networking Bebo, Myspace, Facebook (etc.)</p>
<p>6. What is a major worry and how does it affect older people?</p> <ul style="list-style-type: none"> • Using their <u>credit card</u> on-line because they are worried about <u>security</u> 	1 point	<p>Defrauding/identity theft Online fraud Bank details stolen</p>	<p>Bank card safety</p>
			Total: 10 points

Advanced Higher French – Section I Listening Part B

Questions/Acceptable answers	1 point	Unacceptable answers	Acceptable/Markers' Notes
<p>1. As an enthusiastic Internet user, what does Elisabeth wonder?</p> <ul style="list-style-type: none"> • How <u>people could</u> manage before the Internet. Insist on past tense 	1 point	Young people	Without+ past tense
<p>2. According to Laurent, how did people enjoy music in the past?</p> <ul style="list-style-type: none"> • They went to concerts • They played the guitar <u>with friends</u> • They listened to the radio 	3 points	records	
<p>4. In Elisabeth's opinion:</p> <p>(a) what is the main advantage of the Internet?</p> <ul style="list-style-type: none"> • It allows you to <u>gain</u> extra time 	1 point	More free time Has more free time win	Saves time

Questions/Acceptable answers		Unacceptable answers	Acceptable/Markers' Notes
<p>(b) what difference has it made to her studies?</p> <ul style="list-style-type: none"> • She does not need to <u>spend hours</u> in the library • poring over old books • She has <u>instant</u> access to <u>a lot of</u> information 	2 points	Waste time in library	<p>Spend ages</p> <p>Needs to go to library for hours Spend life</p>
<p>(c) what difference has it made to her shopping experience?</p> <ul style="list-style-type: none"> • She no longer needs <u>to queue</u> at (the supermarket) <u>check-out/no longer wastes time at the supermarket/</u> does not have to put up with screaming babies/people looking for change at the <u>check out.</u> • She gets her shopping done in (two) mouse clicks • She has her shopping (home) delivered 	3 points	Shopping on-line	<p>Till</p> <p>Click button</p> <p>To her door/at her door</p>

Questions/Acceptable answers	1 point	Unacceptable answers	Acceptable/Markers' Notes
<p>4. Laurent is worried about one aspect of the Internet.</p> <p>(a) What could too much Internet use lead to?</p> <ul style="list-style-type: none"> • Isolation/solitude • Not meeting other people if not answered in b) 	1 point	Being sinister or individual examples	Loneliness/being on your own
<p>(b) What is his explanation for this?</p> <ul style="list-style-type: none"> • You cannot <u>meet</u> people <u>when you are sitting at a computer.</u> 	1 point		

Questions/Acceptable answers	4 points	Unacceptable answers	Acceptable/Markers' Notes
<p>5. Elisabeth disagrees. What does she say the Internet allows her to do?</p> <ul style="list-style-type: none"> • She can send e-mails/communicate all <u>over the world</u> • Keep in touch with her friends/people <u>when they move</u> • It is <u>cheap</u> and <u>easy/practical</u> to keep in touch • You can access discussion forums • And chat to people who have the SAME interests (such as pollution, music or politics) 		Send emails	Blogs/take part in discussions online Access chat rooms Fora/user groups
(4 from 5)			

Questions/Acceptable answers	1 point	Unacceptable answers	Acceptable/Markers' Notes
<p>6. Why does Laurent think the Internet is not a real form of communication?</p>			
<ul style="list-style-type: none"> • There's always a screen/machine <u>between people</u> 			
OR			
<ul style="list-style-type: none"> • There is no direct contact between people 			
<ul style="list-style-type: none"> • It is virtual 			Contact/everything remains virtual
<p>7. What reasons does Laurent have for not trusting the Internet?</p>	3 points		
<ul style="list-style-type: none"> • There are viruses <u>and</u> pornography 		False information Biased Cannot trust the net	Information is unreliable Cannot be trusted
<ul style="list-style-type: none"> • <u>Information</u> that cannot be checked 		Majority Group on its own Affluent diabolical	Small group Powerful small group majority
<ul style="list-style-type: none"> • It is controlled by an <u>influential</u> minority/small group 			Total: 20 points

Section II – Discursive Writing

Notes on procedure

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

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

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

AH Discursive Writing

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]