



National  
Qualifications  
RESOURCE

---

**X830/77/02**

**French  
Listening and Discursive Writing**

**Marking Instructions**

---

Please note that these marking instructions have not been standardised based on candidate responses. You may therefore need to agree within your centre how to consistently mark an item if a candidate response is not covered by the marking instructions.

## General marking principles for Advanced Higher French Listening

*Always apply these general principles. Use them in conjunction with the detailed marking instructions, which identify the key features required in candidates' responses.*

- (a) Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.
- (b) If a 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.
- (c) Award a mark for each answer. Marks are not transferable between questions and the answers for each question must come from the item.
- (d) Award marks according to the accuracy and relevance of the candidate's answers. Award marks where the answer is accurate but expressed in their own words.

## Marking instructions for each question – Listening

### Item 1

Question			Expected response(s)	Max mark	Additional guidance
					Do not accept:
1.	(a)		<ul style="list-style-type: none"> <li>it is difficult to diagnose</li> <li>it is difficult to treat</li> </ul> <p>Any 1 from 2</p>	1	
	(b)		<ul style="list-style-type: none"> <li>difficulty sleeping</li> <li>thinking constantly about work once they are at home</li> </ul>	2	
	(c)		<ul style="list-style-type: none"> <li>91% prefer to deal with symptoms themselves (rather than see their doctor)</li> </ul>	1	
	(d)		<ul style="list-style-type: none"> <li>the doctor has to establish a definite link between the symptoms and the patient's work</li> </ul>	1	
	(e)		<ul style="list-style-type: none"> <li>they tend to make the employee feel guilty</li> <li>they suggest that the employee does not know how to deal with stress (by offering courses in managing stress)</li> <li>they suggest that the employee isn't up to the job</li> </ul>	3	
	(f)		<ul style="list-style-type: none"> <li>mobiles mean that you can call someone at any time and in any place</li> <li>e-mails arrive much quicker than the mail used to</li> </ul>	2	

Item 2

Question			Expected response(s)	Max mark	Additional guidance
					<b>Do not accept:</b>
2.	(a)		<ul style="list-style-type: none"> <li>she is really happy</li> <li>she has been working for almost a year</li> <li>she needs a week off to get away from the stress of her job</li> </ul> <p><b>Any 2 from 3</b></p>	2	
	(b)		<ul style="list-style-type: none"> <li>spending her days sitting comfortably in her office/at her computer</li> <li>dealing with pleasant customers</li> </ul>	2	
	(c)		<ul style="list-style-type: none"> <li>her boss wants her to sell more and more policies</li> <li>if she can't fulfil her manager's targets, she might lose her job</li> </ul>	2	
	(d)		<ul style="list-style-type: none"> <li>unemployment in under-25s is more than double the national rate</li> </ul>	1	
	(e)		<ul style="list-style-type: none"> <li>some employers did not even respond when he sent them his CV</li> <li>he discovered that he was one of 90 applicants for one job</li> <li>he was told that he did not have enough experience</li> <li>he was told that he lacked the skills necessary for some jobs</li> </ul> <p><b>Any 3 from 4</b></p>	3	
	(f)	(i)	<ul style="list-style-type: none"> <li>students should be able to undertake work placements</li> </ul>	1	
		(ii)	<ul style="list-style-type: none"> <li>individuals could personalise their own training</li> <li>students could gain experience of the world of work</li> </ul>	2	

Question			Expected response(s)	Max mark	Additional guidance
					<b>Do not accept:</b>
	(g)	(i)	<ul style="list-style-type: none"> <li>• she had been looking for a job for six months</li> <li>• she applied for various jobs/job as a shop assistant or serving in a fast food place</li> <li>• she always got rejections</li> <li>• she was told that she did not have the right profile</li> </ul> <p><b>Any 2 from 4</b></p>	2	
		(ii)	<ul style="list-style-type: none"> <li>• irregular shifts</li> <li>• €750 (gross) salary monthly</li> <li>• she has to buy her own equipment</li> </ul>	3	
	(h)		<ul style="list-style-type: none"> <li>• it would broaden his horizons</li> <li>• he'd be able to experience a different way of life</li> <li>• it would give him skills for the future</li> </ul> <p><b>Any 2 from 3</b></p>	2	

## General marking principles for Advanced Higher French Discursive Writing

*Always apply these general principles. Use them in conjunction with the detailed marking instructions, which identify the key features required in candidates' responses.*

- (a) Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.
- (b) If a 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.
- (c) Marking should be holistic. There may be strengths and weaknesses; focus as far as possible on the strengths, taking account of weaknesses only where they significantly detract from the overall impression. Award marks for the candidate's demonstration of ability in the three main characteristics of writing:
  - (i) content
  - (ii) accuracy
  - (iii) language resource.
- (d) Using the pegged marks table 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 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 available marks.
- (e) If you 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) Award the highest pegged mark for writing even if there are minor errors, when these do not detract from the overall impression.
- (g) Candidates are instructed to write 250–300 words. Apply the general and detailed marking instructions even where the length of the piece of writing falls outside this range.

Mark	Content	Accuracy	Language resource
	The candidate:		
40 or 36	<ul style="list-style-type: none"> <li>• writes in a well organised and structured way</li> <li>• uses content which is relevant to the title</li> <li>• readily adapts learned material as appropriate to the task</li> <li>• addresses the stimulus fully</li> <li>• presents different arguments or viewpoints and draws a conclusion</li> <li>• produces a comprehensive, competent, well thought-out response in which the language flows well.</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates a very good degree of grammatical accuracy corresponding to the level</li> <li>• uses a comprehensive range of verbs accurately and tenses are consistent and accurate</li> <li>• demonstrates confident handling of all aspects of grammar and spelling</li> <li>• may make some minor errors which do not detract from the overall very good impression.</li> </ul>	<ul style="list-style-type: none"> <li>• uses complex and sophisticated language throughout</li> <li>• uses a wide range of structures and vocabulary appropriate to Advanced Higher</li> <li>• uses a comprehensive range of verbs/verb forms and tenses</li> <li>• demonstrates good use of less common adjectives, adverbs, prepositional phrases and, where appropriate, word order</li> <li>• makes very good use of co-ordinating conjunctions and subordinate clauses throughout</li> <li>• may demonstrate some flair.</li> </ul>
32 or 28	<ul style="list-style-type: none"> <li>• writes in an organised and structured way</li> <li>• uses content which is mostly relevant to the title</li> <li>• may use learned material but not always appropriately</li> <li>• addresses the stimulus</li> <li>• presents different arguments or viewpoints and draws a conclusion</li> <li>• produces a competent, well thought-out response.</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates a good degree of grammatical accuracy corresponding to the level</li> <li>• uses a range of verbs accurately and tenses are mostly consistent and accurate</li> <li>• may make a few serious errors in spelling and/or punctuation which occasionally detract from the overall impression.</li> </ul>	<ul style="list-style-type: none"> <li>• mostly uses complex and sophisticated language</li> <li>• uses a range of structures and vocabulary appropriate to Advanced Higher</li> <li>• uses a range of verbs/verb forms and tenses</li> <li>• makes good use of co-ordinating conjunctions and subordinate clauses throughout</li> <li>• may occasionally repeat structures, verbs, etc.</li> </ul>

Mark	Content	Accuracy	Language resource
	The candidate:		
<b>24 or 20</b>	<ul style="list-style-type: none"> <li>• writes with some sense of structure</li> <li>• uses content which is mostly relevant to the title</li> <li>• may rely on the use of learned material</li> <li>• attempts to address the stimulus</li> <li>• attempts to present different arguments or viewpoints and to draw a conclusion</li> <li>• produces a competent response.</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates an adequate degree of grammatical accuracy corresponding to the level</li> <li>• mostly uses verbs accurately and tenses are generally consistent and accurate</li> <li>• demonstrates spelling and punctuation which are generally correct</li> <li>• makes errors, some of which may be serious, in some parts of speech — personal pronouns, gender of nouns, adjective endings, cases, singular/plural confusion</li> <li>• produces more correct language than incorrect.</li> </ul>	<ul style="list-style-type: none"> <li>• attempts to use complex and sophisticated language</li> <li>• attempts to use a range of vocabulary and structures appropriate to Advanced Higher</li> <li>• uses a few different verbs/verb forms and tenses</li> <li>• attempts to use co-ordinating conjunctions and subordinate clauses.</li> <li>• may repeat structures, verbs, etc</li> <li>• may demonstrate some dictionary misuse.</li> </ul>
<b>16 or 12</b>	<ul style="list-style-type: none"> <li>• produces writing which is lacking in structure</li> <li>• uses content which lacks relevance to the title</li> <li>• may rely heavily on the use of learned material</li> <li>• addresses the stimulus in a limited way</li> <li>• may find it difficult to present different arguments or viewpoints and to draw a conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates an inadequate degree of grammatical accuracy corresponding to the level</li> <li>• may not be able to use verbs and form tenses accurately</li> <li>• may use basic structures accurately but control of the language can deteriorate significantly</li> <li>• makes errors, many of which are serious and may impede communication</li> <li>• demonstrates an inadequate degree of accuracy in spelling and, where appropriate, word order</li> <li>• overall produces more incorrect than correct language.</li> </ul>	<ul style="list-style-type: none"> <li>• uses a limited amount of complex and sophisticated language</li> <li>• uses a limited range of structures and vocabulary appropriate to Advanced Higher</li> <li>• may use few co-ordinating conjunctions and subordinate clauses</li> <li>• may use language which is largely repetitive</li> <li>• may demonstrate unidiomatic translation from English and/or examples of dictionary misuse.</li> </ul>

Mark	Content	Accuracy	Language resource
	The candidate:		
8 or 4	<ul style="list-style-type: none"> <li>• produces writing which is unstructured and lacks organisation</li> <li>• uses content which lacks relevance to the title</li> <li>• may not address the stimulus</li> <li>• presents few arguments or viewpoints and has difficulty drawing a conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates serious grammatical inaccuracies corresponding to the level</li> <li>• may not be able to use verbs and form tenses accurately</li> <li>• does not use basic structures accurately and control of the language deteriorates significantly</li> <li>• makes frequent errors, many of which are serious and impede communication throughout</li> <li>• demonstrates an insufficient degree of accuracy in spelling and, where appropriate, word order.</li> </ul>	<ul style="list-style-type: none"> <li>• uses a very limited amount of complex and sophisticated language</li> <li>• uses a very limited range of structures and vocabulary appropriate to Advanced Higher</li> <li>• may not cope with more than one or two basic verbs/verb forms and tenses</li> <li>• uses language which is largely repetitive</li> <li>• demonstrates unidiomatic translation from English, other language interference and/or examples of serious dictionary misuse.</li> </ul>
0	<ul style="list-style-type: none"> <li>• produces writing which is unstructured</li> <li>• uses content which is irrelevant to the title</li> <li>• is unable to address the stimulus</li> <li>• is unable to present arguments or viewpoints and/or draw a conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates little or no evidence of grammatical accuracy corresponding to the level</li> <li>• has great difficulty in spelling most words correctly and, where appropriate, demonstrates little or no knowledge of word order</li> <li>• makes many serious errors which impede communication throughout.</li> </ul>	<ul style="list-style-type: none"> <li>• does not use complex and sophisticated language</li> <li>• makes little or no use of structures, verbs/verb forms and other language features</li> <li>• demonstrates unidiomatic translation from English, other language interference and/or examples of serious dictionary misuse.</li> </ul>

[END OF MARKING INSTRUCTIONS]