



National
Qualifications
SPECIMEN ONLY

S830/77/12

**French
Listening and Discursive Writing**

Date — Not applicable

Duration — 1 hour 20 minutes

Total marks — 70

SECTION 1 — LISTENING — 30 marks

Attempt ALL questions.

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 number you are attempting.

SECTION 2 — DISCURSIVE WRITING — 40 marks

Attempt ONE question.

Write your answer clearly, in **French**, in the answer booklet provided. In the answer booklet you must clearly identify which question 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 8 3 0 7 7 1 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 |

[Turn over

SECTION 2 — DISCURSIVE WRITING — 40 marks

Attempt ONE question

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]



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Listening and Discursive Writing**

Marking Instructions

These marking instructions have been provided to show how SQA would mark this specimen question paper.

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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
1.	(a)	<ul style="list-style-type: none"> • 30% of French young people see/envisage their future abroad • 20% of (French)(university) graduates wish to leave their country/become expats/go and live abroad for good/forever 	2	Use your professional judgement, subject knowledge and experience, and understanding, to award marks to candidate responses. Ignore extraneous material that does not contradict the answer.
	(b)	<ul style="list-style-type: none"> • They consider that work experience gained abroad is beneficial • (as) it allows them/people to discover new cultures • (to discover) new languages • to learn more about their field of work/job/profession <p>Any 3 from 4</p>	3	
	(c)	<ul style="list-style-type: none"> • There is a new trend to go and live in England/London (in particular) • London was named the 6th French city • There is a large number of French people living in London <p>Any 2 from 3</p>	2	
	(d)	<ul style="list-style-type: none"> • Thanks to the Internet, you can easily apply for a job abroad • It's possible to keep in touch with your family free of charge • The cost of transport has come down/reduced a lot/greatly • University exchange programmes like Erasmus (have opened new horizons for students) <p>Any 3 from 4</p>	3	

Item 2

Question		Expected response(s)	Max mark	Additional guidance
2.	(a)	<ul style="list-style-type: none"> • He is preparing his CV • He is applying for jobs for next year • He needs to find work as soon as possible <p>Any 2 from 3</p>	2	<p>Use your professional judgement, subject knowledge and experience, and understanding, to award marks to candidate responses.</p> <p>Ignore extraneous material that does not contradict the answer.</p>
	(b)	<ul style="list-style-type: none"> • He thinks he has no chance of finding a job in France • There is too much unemployment in general • There are many graduates who are unemployed <p>Any 2 from 3</p>	2	
	(c)	<ul style="list-style-type: none"> • It allows you to get on the job market as soon as possible • You can go on job placements to get familiar with your line of work • You can start to get work experience • Employers can easily check your references <p>Any 3 from 4</p>	3	
	(d)	<ul style="list-style-type: none"> • He found work quite quickly <p>OR</p> <ul style="list-style-type: none"> • (After improving his linguistic skills) he was (more) quickly promoted over there 	1	

Question		Expected response(s)	Max mark	Additional guidance
	(e)	(i) <ul style="list-style-type: none"> • Another country could be too different • It could be difficult to get used to/follow/adopt a new way of life • Europeans have become quite intolerant of other cultures (because of the economic crisis) • (Apparently) giving work to foreigners is not a priority today <p>Any 3 from 4</p>	3	<p>Use your professional judgement, subject knowledge and experience, and understanding, to award marks to candidate responses.</p> <p>Ignore extraneous material that does not contradict the answer.</p>
		(ii) <ul style="list-style-type: none"> • It is helpful to know about the living conditions in your chosen country • You should understand its laws/its customs • and have a contact to rely on in case of difficulty 	3	
	(f)	<ul style="list-style-type: none"> • He has spent a year in Ireland as part of his degree • He has looked at job adverts on the Internet • He has searched for accommodation adverts • and has even found information on their social security system <p>Any 3 from 4</p>	3	
	(g)	<ul style="list-style-type: none"> • The applicant should show some initiative • They should display self-confidence • They should show that they are resourceful • and show that they are ready to invest all their energy into work <p>Any 3 from 4</p>	3	

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.
- (h) Markers should support candidates' use of their preferred use of gender-neutral nouns, pronouns and adjectives when referring to themselves and others in the assessment of writing. Using gender-neutral pronouns, nouns and adjectives, whether by adding punctuation, asterisks or using alternative spellings is now a common feature of inclusive language.

A candidate can opt to use masculine, feminine or gender-neutral adjective agreements throughout their writing or performance-talking assessment(s), where appropriate to the language. It is important to note that candidates must use their preferred pronouns and adjectives in a consistent manner and adhere to associated conventions of adjectival agreement where appropriate. Where gender-neutral nouns, pronouns and adjectives are used, it is important that candidates are marked on this based on its consistent use.

If you are uncertain or have queries about how to assess specific aspects of candidate response, you must seek guidance from your team leader or Principal Assessor.

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

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

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

[END OF SPECIMEN MARKING INSTRUCTIONS]

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Change since last published:

Marking Instructions: General marking principles for Advanced Higher French Discursive Writing – new addition (h)