



FOR OFFICIAL USE

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National  
Qualifications  
SPECIMEN ONLY

Mark

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**SQ17/H/03**

**French  
Listening and Writing**

Date — Not applicable

Duration — 1 hour



Fill in these boxes and read what is printed below.

Full name of centre

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Town

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Forename(s)

--

Surname

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Number of seat

--

Date of birth

Day

Month

Year

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Scottish candidate number

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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 question.** 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.



SECTION 1 — LISTENING — 20 marks

Attempt ALL questions

MARKS

DO NOT  
WRITE IN  
THIS  
MARGIN

Item 1

You listen to a news bulletin about the French government's plans to change the school day.

- (a) Why does the French government want to make changes to the school day? 1

\_\_\_\_\_

- (b) (i) How much time do French secondary school pupils spend in class? 1

\_\_\_\_\_

- (ii) In what way do their results compare to those in other countries? 1

\_\_\_\_\_

- (c) What changes does the government plan to make to the school day? State any **two** things. 2

\_\_\_\_\_

\_\_\_\_\_

- (d) What benefits would there be for pupils? State any **three** things. 3

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\* S Q 1 7 H 0 3 0 2 \*

**Item 2**

Pierre speaks to Audrey about school and her plans for the future.

- (a) Audrey has a very heavy workload this year. What is the result of this? **1**

\_\_\_\_\_

- (b) (i) State **two** reasons why Audrey loves studying languages. **2**

\_\_\_\_\_

\_\_\_\_\_

- (ii) Why does she prefer Spanish? Give **two** details. **2**

\_\_\_\_\_

\_\_\_\_\_

- (c) (i) What is Audrey's dream job? **1**

\_\_\_\_\_

- (ii) Why is it so difficult to get this kind of job? **1**

\_\_\_\_\_

- (iii) What are employers looking for in terms of language qualifications? **1**

\_\_\_\_\_

- (d) (i) What experience has Audrey had working with children? **2**

\_\_\_\_\_

\_\_\_\_\_

- (ii) Why does Audrey think she would enjoy being a teacher? **2**

\_\_\_\_\_

\_\_\_\_\_





**ANSWER SPACE FOR SECTION 2 (continued)**

**MARKS** DO NOT  
WRITE IN  
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[END OF SPECIMEN QUESTION PAPER]



\* S Q 1 7 H 0 3 0 5 \*

ADDITIONAL SPACE FOR ANSWERS

MARKS DO NOT  
WRITE IN  
THIS  
MARGIN



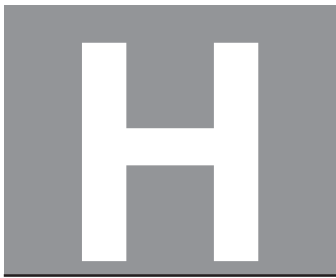
\* S Q 1 7 H 0 3 0 6 \*

ADDITIONAL SPACE FOR ANSWERS

MARKS DO NOT  
WRITE IN  
THIS  
MARGIN



\* S Q 1 7 H 0 3 0 7 \*



National  
Qualifications  
SPECIMEN ONLY

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**SQ17/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.





## 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 bulletin about the French government's plans to change the school day.

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

(m/f) Selon le gouvernement français, l'emploi du temps dans les écoles doit changer parce que le système actuel n'est pas efficace.

Et voilà pourquoi. Les jeunes Français passent plus de temps en classe que les autres élèves européens. Pour beaucoup d'élèves, la journée scolaire commence à 8 heures et ne finit qu'à 18 heures. Ça veut dire que dans le secondaire, les élèves peuvent passer jusqu'à 40 heures de cours par semaine à l'école.

Et pourtant, bien qu'ils travaillent plus, les élèves Français n'ont pas de meilleurs résultats scolaires que leurs voisins européens, comme, par exemple, les élèves espagnols, allemands ou britanniques.

Donc, le gouvernement veut introduire un nouveau système, où on va avoir une journée plus courte. Il y aurait un maximum de sept heures de cours par jour et la journée finirait à 17 heures.

Cela permettrait aux jeunes Français de se concentrer en classe et d'être plus attentifs parce qu'ils seraient moins fatigués.

Ils auraient aussi la possibilité de faire du sport et pratiquer des activités parascolaires et d'avoir plus de temps pour se détendre et se reposer.

Mais, pour créer des journées plus courtes on va réduire les vacances d'été à 7 semaines au lieu des 9 semaines actuelles.

Ainsi, les élèves auraient moins de temps pour oublier le travail scolaire!

(2 minutes)

(t) Item 2

Pierre speaks to Audrey about school and her plans for the future.

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

(m) Audrey, tu as beaucoup de travail à faire cette année?

(f) Ah oui, j'ai un emploi du temps très chargé cette année. J'ai l'impression que je travaille tout le temps en ce moment, donc je n'ai pas beaucoup de temps pour faire ce que je veux.

(m) Qu'est-ce que tu fais comme matières cette année?

(f) Les langues étrangères, bien sûr. J'adore bavarder, que ce soit en français, anglais ou espagnol . . . Je dois avouer que mes profs de langues sont tous géniaux. Leurs cours sont toujours intéressants. Mais, je suppose que ma langue préférée c'est l'espagnol. Dans cette classe, il faut seulement parler espagnol. Ce règlement me plaît parce que, comme ça, on progresse beaucoup plus vite! Les langues sont très importantes à mon avis.

(m) Pourquoi penses-tu que les langues sont importantes?

(f) Si on veut vraiment connaître la culture et les gens d'un autre pays, il est essentiel de parler la langue du pays.

(m) Qu'est-ce-que tu veux faire à l'avenir?

(f) Mon rêve serait d'être interprète et de travailler au parlement européen à Strasbourg . . . Cependant, je suis réaliste. Je sais qu' il y a beaucoup de compétition car beaucoup d'étudiants à l'université sont bilingues. Et de nos jours, il me semble que les employeurs recherchent des langues un peu différentes comme le chinois . . . mais bon, si je n'arrive pas à devenir interprète, j'ai toujours l'option de devenir prof de langues . . .

(m) Oh là là, moi, je ne pourrais jamais devenir prof ! Pourquoi veux- tu devenir prof?

(f) J'adore travailler avec les enfants. Chaque été je travaille comme monitrice en colonie de vacances dans le sud de la France. Je dois organiser des activités créatives pour les enfants. Je trouve ça très intéressant. J'ai aussi un petit boulot de babysitter que je fais depuis l'âge de quatorze ans.

(m) Mais tu penses que le métier de prof te plairait ?

(f) Oui depuis toute petite, j'ai toujours voulu être prof parce que tout le monde dans ma famille est prof . . . mon père est prof de maths et ma mère prof de dessin! Et malgré le stress, je sais qu'ils adorent leur travail . . . En plus, les profs ont de très longues vacances!

(2 minutes)

(t) End of test.

Now look over your answers.

[END OF SPECIMEN TRANSCRIPT]



National  
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SQ17/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 Specimen 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) If a specific 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.
- (d) Award a mark to each answer. Marks are not transferable between questions and the answers for each question must come from the Item.
- (e) 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.

Marking Instructions: Section 1 — Listening

Item 1

Question		Expected answer(s)	Max mark	Additional guidance
a		<ul style="list-style-type: none"> <li>The current system is not efficient</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>They can spend up to 40 hours a week</li> </ul>	1	
	ii	<ul style="list-style-type: none"> <li>French pupils do not have better results than their European neighbours/than Spanish, German and British pupils.</li> </ul>	1	
c		<ul style="list-style-type: none"> <li>School day would be shorter</li> <li>There would be a maximum of 7 hours of classes a day</li> <li>Pupils would finish at 17.00/5pm</li> </ul> <p><i>Any two of above 3 points for 2 marks</i></p>	2	
d		<ul style="list-style-type: none"> <li>Pupils would be able to concentrate / be more attentive in class</li> <li>Pupils would be less tired in class</li> <li>They would be able to do sport / extra curricular activities</li> <li>They would have more time to relax</li> </ul> <p><i>Any three of above 4 points for 3 marks</i></p>	3	

Item 2

Question			Expected Answer(s)	Max mark	Additional Guidance
a			<ul style="list-style-type: none"> <li>• She cannot do what she wants to do</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>• She loves chatting in any language</li> <li>• Her languages teachers are all nice</li> <li>• Language lessons are always interesting</li> </ul> <p><i>Any two of above 3 points for 2 marks</i></p>	2	
	ii		<ul style="list-style-type: none"> <li>• In that class you must only speak Spanish</li> <li>• You progress faster</li> </ul>	2	
c	i		<ul style="list-style-type: none"> <li>• Interpreter for the European Parliament in Strasbourg</li> </ul>	1	
	ii		<ul style="list-style-type: none"> <li>• A lot of students at the university are bilingual</li> </ul>	1	
	iii		<ul style="list-style-type: none"> <li>• Employers look for languages that are a bit different, such as Chinese</li> </ul>	1	

Question			Expected Answer(s)	Max mark	Additional Guidance
d	i		<ul style="list-style-type: none"> <li>• She has worked in a holiday camp for two summers/each summer she works in a holiday camp</li> <li>• She has been babysitting since the age of 14</li> </ul>	2	
	ii		<ul style="list-style-type: none"> <li>• Both her parents are teachers and they love their job</li> <li>• Teachers have very long holidays.</li> </ul>	2	

## 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 SPECIMEN MARKING INSTRUCTIONS]

**Published:** January 2017

**Change since last published:**

Overall purpose question removed, amendments to General Marking Principles and marks re-allocated.

Amends to marking instructions for Question 1d.