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National
Qualifications
SPECIMEN ONLY

Mark

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S830/76/03

**French
Listening**

Date — Not applicable

Duration — 30 minutes (approx)



Fill in these boxes and read what is printed below.

Full name of centre

--

Town

--

Forename(s)

--

Surname

--

Number of seat

--

Date of birth

Day

--	--

Month

--	--

Year

--	--

Scottish candidate number

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Total marks — 20

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 spaces provided.

You may NOT 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.

Use **blue** or **black** ink.

You are not allowed to leave the examination room until the end of the test.

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.



Total marks — 20
Attempt ALL questions

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



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

[END OF SPECIMEN QUESTION PAPER]





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S830/76/13

**French
Listening Transcript**

Date — Not applicable

Duration — 30 minutes (approx)

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.



* S 8 3 0 7 6 1 3 *



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 of item number one, 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 number one

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 number one.

(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 number two

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

You now have one minute to study the questions for item number two.

(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 plâtrait ?

(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!

(t) End of recording.

[END OF SPECIMEN TRANSCRIPT]



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**French
Listening**

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 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 to 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 to candidates where the answer is accurate but expressed in their own words.

Marking instructions for each question

Listening

Item 1

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

Item 2

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

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

[END OF SPECIMEN MARKING INSTRUCTIONS]