



2012 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 Markers' 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 Markers' 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 Markers' 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 Markers' 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 Markers' 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 Markers' 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 Markers' pack). (Also see 'Entries on the Mark Sheets' sub-paragraph 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	Unacceptable answers	Acceptable
<p>1. Who are the main users of mobile phones in today's society? 1 mark</p> <ul style="list-style-type: none">• (Young people)/adults aged <u>16-25</u>.	Young people without mention of age	
<p>2. What are the main uses of mobile phones? 2 marks</p> <ul style="list-style-type: none">• <u>Listening</u> to music• <u>Taking</u> photographs• <u>Sending</u> text messages	Sending photos	
(Any 2 from 3)		

Questions/Acceptable answers		Unacceptable answers	Acceptable
3.	<p>(a) Why has using the Internet become so popular with young people?</p> <ul style="list-style-type: none"> Cheaper/ less expensive <u>and</u> faster 	1 mark	Quick
	<p>(b) What can many of them do as a result?</p> <ul style="list-style-type: none"> Allows them to download/watch video-clips/ load clips from the internet 	1 mark	
4.	<p>What topics do young people like to discuss on their mobile phones?</p> <ul style="list-style-type: none"> school <u>work</u> <u>their</u> problems/problems between young people/ amongst themselves/young people face/among each other going out/outings (with friends)/planning/organizing trips 	2 marks	<p>School problems How the day at school was School subjects Homework</p> <p>Problems that confront <u>friends</u>/other people/people at school/personal problems.</p> <p>Parties</p>
(Any 2 from 3)			

Questions/Acceptable answers	1 mark	Unacceptable answers	Acceptable
<p>5. What examples are given to show that mobile phones have become a symbol of personal identity?</p> <ul style="list-style-type: none"> • People use/choose/create their own / personal downloaded <u>ringtone</u>/download songs from favourite groups/personalize their ringtone <p>OR</p> <ul style="list-style-type: none"> • People change their mobile phone frequently/get a new phone to <u>stay cool and trendy</u>/ to go with <u>fashion</u>/it is <u>cool</u> to have an up to date phone 		<p>Download songs- no mention of ringtones</p>	
<p>6. Mention one possible danger of using mobile phones. What advice is given to minimize this danger?</p> <p>Danger:</p> <ul style="list-style-type: none"> • Electromagnetic waves/it/the phone affects people's health by giving them headaches/sore heads <p>Advice:</p> <ul style="list-style-type: none"> • Avoid continuous/constant/prolonged use of mobile phone/monitor use of mobile phone/use of phone for long periods of time <p>OR</p> <ul style="list-style-type: none"> • <u>Switch it off</u> at night (to avoid disturbing sleep) 	2 marks	<p>Listing eg cancer, anything not mentioned in the transcript.</p> <p>Do not sleep near your phone/don't use it at night. Avoid using the phone at night</p>	

Advanced Higher French – Section I Listening Part B

Questions/Acceptable answers

1. What are the advantages of texting and mobile phones according to Alain?

- They are handy/practical and fast

Notion of saving time+ 1 reason

- Text messages/texting go straight to the point/with texts, you only say the essential/you save time as texts are short/texts are short and quick/short and save time

- (You don't have to worry about) disturbing/bothering/you can stay in contact without disturbing people/friends

3 marks

Unacceptable answers

To arrange meetings

Texting is very quick
Save time (on its own)
Allow you to save time

Always in contact

Without fear of being disturbed

Acceptable

Questions/Acceptable answers

2. Why does Celine prefer real conversations to text messages?

3 marks

- You can hear the person's/people's voice/listen to the person's voice
- Feel/share/detect their emotions/laugh together/more lively/ see+ emotion / you can't convey emotions in a text message/can see emotions/can't convey emotions via a mobile phone
- She hates having to read (words/abbreviations) on a (really) small/tiny screen

Unacceptable answers

See the person on a mobile phone

Bad spelling is annoying

Acceptable

Questions/Acceptable answers

3. According to Alain, in what situations are mobile phones particularly useful?

3 marks

- When your car breaks down
- When there is a medical emergency/an urgent/ serious medical problem/situation
- Parents contacting children when not at home/to arrange to pick them up
- People/mountaineers/mountain climbers in trouble/in difficulty/who have accidents/problems/getting lost when hill walking/walking in the mountains (can ask for help)

(Any 3 from 4)

Unacceptable answers

Save lives
Medical urgency

Security/safety

Who live in mountains
' marshes' negates the point

Acceptable

Questions/Acceptable answers

Unacceptable answers

Acceptable

4. (a) Why does Céline think that mobile phones are not totally reliable?

2 marks

- Good reception/signal needed/you can lose the signal/don't always have a signal/ you get bad reception
- Enough credit on phone/ no money on the phone
- Battery might be dead/ die/ can run out/needs to be charged

(Any 2 from 3)

It costs money
You need to have money to pay for it

(b) What risks does she identify?

2 marks

- Can cause cancer
- Phoning while driving/motorists who forget to watch the road/look at the road

Texting when driving
Automobilists could go off their route/drivers who forget their route/ Using the phone when in the car

Questions/Acceptable answers

Unacceptable answers

Acceptable

5. What feature of his mobile phone does Alain particularly appreciate and why?

2 marks

- (Freedom to) access/read/receive/write his email/ social networking (on his mobile)
- Without being tied to a computer /freedom from computer /doesn't need a computer

Save his conversations
Receive voice mail
Be sociable

It is like a computer

6. Céline believes that people become addicted to mobile phones. What examples does she give to illustrate this?

2 marks

- People constantly/permanently have their mobile in their hand/on them/ check their mobile phones/send messages (every 5 minutes)
- They phone/send text messages about things that are trivial/ridiculous/frivolous/texts of no importance OR 'I've just seen a dog just like yours'
- Brothers and sisters text one another when in the same house

People in the same house text each other

(Any 2 from 3)

Questions/Acceptable answers

Unacceptable answers

Acceptable

7. Céline still refuses to own a mobile phone. Why does this frustrate Alain?

2 marks

- It is very difficult to contact her unless she is next to a fixed phone/by a landline/home
- He can't send/share (instant) photographs

Any suggestion it is a mobile phone

She cannot share photos

8. Why is Céline so surprised at the end of their conversation?

1 mark

- There is a mobile phone (ringing) in her pocket/ Alain has given her a mobile for her birthday/ Alain bought her a mobile/mobile phone for her birthday

Total: 20 marks

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 **based on the Pegged Mark Descriptors on the following page.**
- 3 **Credit**, indicated by a tick where appropriate, may be given for anything good, and may be gained, for example, by a good use of idiom, a well-handled syntactical construction, variety of constructions; a well-organised plan, well-constructed paragraphs, appropriate use of varied register, the sophistication of ideas expressed.

Ticks should not be formally totalled. Instead, they will support a general impression, again based on the Pegged Mark Descriptors.

You may wish to **underline** errors, again, in order to enhance the overall impression of the candidate's performance.
- 4 Poor handwriting, spelling and punctuation may be self-penalising
- 5 The mark awarded should be entered in the **outer right-hand margin** at the end of the question, and 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]