



2013 French

Advanced Higher – Listening and Discursive Writing

Finalised Marking Instructions

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Part One: General Marking Principles for French Advanced Higher – Listening and Discursive Writing

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 specific Marking Instructions for each question.

- (a) Marks for each candidate response must always be assigned in line with these general marking principles and the specific Marking Instructions for the relevant question. 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/Principal Assessor. You can do this by posting a question on the Marking Team forum or by e-mailing/ phoning the e-marker Helpline.
- (b) Marking should always be positive ie, marks should be awarded for what is correct and not deducted for errors or omissions.

GENERAL MARKING ADVICE: French Advanced Higher – Listening and Discursive Writing

The marking schemes are written to assist in determining the “minimal acceptable answer” rather than listing every possible correct and incorrect answer. The following notes are offered to support Markers in making judgements on candidates’ evidence, and apply to marking both end of unit assessments and course assessments.

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 Marker’s 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 Marker’s 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 Marker’s 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 Marker's 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 Marker's 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 Qualification 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 Marker's 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 marker's pack). (Also see 'Entries on the Mark Sheets' sub-para 3). **Do not write the reasons on the script itself. Do not make any entry on the outside of the envelope.**

Part Two: Marking Instructions for each Question

Part A

Question		Answer	Max Mark	Unacceptable	Acceptable
1		<p>What surprising statistics does the survey highlight regarding loneliness in France?</p> <ul style="list-style-type: none"> • 1 (French person) in 3 suffers from/complains of solitude/loneliness/feels alone/is lonely • <u>4 million people only</u> have 3/few conversations <u>a year/</u> have few opportunities just to speak/talk/not many conversations 	2	talk a lot	
2		<p>What sort of situation can make people feel isolated?</p> <ul style="list-style-type: none"> • Geographical isolation/living in the countryside/cut off from people 	1	Geological mountains	

Question		Answer	Max Mark	Unacceptable	Acceptable
3		<p>What changes to the way we work have contributed to a sense of isolation?</p> <ul style="list-style-type: none"> • (Before/in the past) people worked <u>together</u>/we used to work as a unit/group/team/ had a lot of human contact • Nowadays, people change their work <u>often</u>/<u>frequently</u> (and lose their friends) • Part-time work/(more) part-time workers (makes it difficult to make friends) • Working from home/teleworking (makes it difficult to make friends) <p style="text-align: right;">(Any 2 from 4)</p>	2	(No notion of past tense)	Nowadays people work together less
4		<p>In what ways have changes to the family unit contributed to loneliness?</p> <ul style="list-style-type: none"> • <u>Lots of/many/more</u> single people/divorced people • Communication is difficult/breaks down/it is harder to stay in touch/ more difficult to talk in families who have broken/split up/in broken homes/in divided families • Sick people/disabled/ill people are left feeling lonely in institutions/hospitals/homes/family is less present/fewer family members when you are sick <p style="text-align: right;">(Any 2 from 3)</p>	2	more single parents	

Question	Answer	Max Mark	Unacceptable	Acceptable
5	<p>In what ways might social networks contribute to feelings of isolation?</p> <ul style="list-style-type: none"> (Internet/social networks/virtual communication leaves) people <u>alone</u> in front of their screens/ it is easy to talk (about self) on the Internet, not in real life/lonely in front of the screen <p><u>and either</u></p> <ul style="list-style-type: none"> People send granny an email/photo <u>instead of visiting</u> <p>or</p> <ul style="list-style-type: none"> Elderly people feel alone/no more meetings/ physical contact for elderly people 	2	<p>Makes real communication harder Leaves people at home Easy to spend your nights on the Internet Easier to make friends on the internet than in real life.</p>	

Question		Answer	Max Mark	Unacceptable	Acceptable
6		<p>What can we all do to make other people feel less lonely?</p> <ul style="list-style-type: none"> • Smile at people/take the time to be helpful/say kind word/do something for someone/relate to people/to be of service/to do people a service • Get a pet/dog/pets are good companions, especially dogs <p style="text-align: right;">(Any 1 from 2)</p>	1	<p>laugh</p> <p>cats</p>	

Total 10

Part B

Question			Answer	Max Mark	Unacceptable	Acceptable
1			<p>Why is Gérard worried as he prepares to go to university?</p> <ul style="list-style-type: none"> • He is going to be away/far from <u>family and friends</u> • He is worried about feeling alone/isolated/he won't know anyone in a <u>big town/city</u> • He is (quite) shy 	3	<p>He won't make friends</p> <p>Will find it difficult to meet People.</p>	
2			<p>How does Adèle think he will be able to make new friends when he goes to university?</p> <ul style="list-style-type: none"> • By going to/during classes/lectures • By going to the library • By taking (a part-time) job/working in a café 	3	<p>Meeting people on the course</p> <p>Small job</p>	

Question		Answer	Max Mark	Unacceptable	Acceptable
3	a	<p>What does Gérard miss about how café life used to be?</p> <ul style="list-style-type: none"> • People went to discuss (and have a drink)/it was a place of discussion/talk • (old) Played cards <u>and</u> (young) table football 	2	Talk about football	
3	b	<p>What does Gérard say about music in cafés nowadays?</p> <ul style="list-style-type: none"> • Listening to music has become a solitary/individual activity/people listen to their ipod/MP3 players/by themselves/in isolation • They don't talk about/discuss/listen to songs on the jukebox 	2	appreciate music on the jukebox	

Question		Answer	Max Mark	Unacceptable	Acceptable
4		<p>According to Adèle, how do mobile phones impede communication between couples dining in restaurants?</p> <ul style="list-style-type: none"> • They send texts/check their text messages • They play on their mobile phones/go on the Internet • They are only <u>half listening</u>/they are <u>listening/ waiting</u> for a text message/the phone to beep 	3	<p>Thinking about messages Their phone stops the conversation Stop the conversation to reply to phone beeping Only sound is the beep of a message Their phone beeps for a new message</p>	

Question		Answer	Max Mark	Unacceptable	Acceptable
5		<p>Why does Gérard think that social networks can help reduce loneliness?</p> <ul style="list-style-type: none"> You have more contact with people/you are better connected with people/have lots of contacts You can <u>instantly/immediately</u> share an emotion/indignation/ moment of tenderness (When depressed,) a kind word/photo helps you <u>smile</u>/makes you <u>happy</u>/cheery/cheer you up You <u>feel</u> important/that you matter to others <p style="text-align: right;">(Any 3 from 4)</p>	3	<p>Multiply contact</p> <p>You can look at pretty photos</p> <p>You are important</p>	

Question		Answer	Max Mark	Unacceptable	Acceptable
6	a	<p>According to Adèle, who is the only person to talk to you on the train?</p> <ul style="list-style-type: none"> Guard/conductor/<u>ticket</u> inspector <p>or</p> <ul style="list-style-type: none"> <u>The ticket collector</u> or inspector (without ticket)/conductor/guard 	1	Controller/supervisor	
6	b	<p>How does the story of the couple on the train highlight the benefits of conversation?</p> <ul style="list-style-type: none"> The couple discussed <u>a book</u>(she was reading)/ about what <u>she</u> was reading/they read They decided to see each other again/got married (in the end)/became a couple as a result/started a relationship 	2		
7		<p>What example does Gérard give of how communication has become more immediate?</p> <ul style="list-style-type: none"> You get your exam results by text/texted (not delivered by the postman) 	1		

Total 20

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, should 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]