



2015 French

Advanced Higher – Reading and Translation

Finalised Marking Instructions

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Part One: General Marking Principles for French Advanced Higher – Reading and Translation

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.
- (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 – Reading and Translation

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.

A 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 exploratory 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 very 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 SQA'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**

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 the SQA.

Marking should be carried out according to the scheme which follows, taking into account any modifications which may be decided on at the Markers' Meeting.

The mark for this Paper is out of 50.

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 an entry on the outside of the envelope.**

General criteria for marking

Translation:

The translation into English is allocated 20 marks. The text for translation will be divided into a number of sense units. Each sense unit is worth 2 marks, which will be awarded according to the quality and accuracy of the translation into English. In assessing the candidate's performance, the descriptions detailed below will be used. Each sense unit will be awarded one of the marks shown.

Category	Mark	Description
Good	2	Essential information and relevant details are understood and conveyed clearly and accurately, with appropriate use of English.
Satisfactory	1	Essential information is understood and conveyed clearly and comprehensibly, although some of the details may be translated in an imprecise or inaccurate manner. The key message is conveyed in spite of inaccuracies and weaknesses in the use of English.
Unsatisfactory	0	The candidate fails to demonstrate sufficient understanding of the essential information and relevant details. Errors may include mistranslation and/or the failure to translate relevant details.

B Detailed Marking Key

See attached sheets for detailed notes on each question

Part Two: Marking Instructions for each Question

Question		Expected Answer(s)	Max Mark	Acceptable	Unacceptable
1.		<ul style="list-style-type: none"> Intelligence not reserved to humans and animals/ not just humans and animals who are 'intelligent' Now objects have neurons 	2	Objects have brains	<p>It is no longer science fiction</p> <p>Kept for Objects are neurons</p>
2.	(a)	<ul style="list-style-type: none"> Be 'green'/ecological/environmentally friendly <u>and</u> reduce its carbon footprint Internet/network allows objects to communicate and receive orders/commands 	2	Carry out orders	Social network
2.	(b)	<ul style="list-style-type: none"> They pollute (the city) less <u>and</u> benefit from new services/makes daily life easier 	1	While benefiting from new services	
2.	(c)	<ul style="list-style-type: none"> (When they start to build) new cities are built/designed/conceived around new technologies 	1	<p>Towns</p> <p>New technologies are integrated from outset/into design of new cities</p>	<p>New villages</p> <p>They use a lot of technologies when building new cities</p>

Question		Expected Answer(s)	Max Mark	Acceptable	Unacceptable
3.	(a)	<ul style="list-style-type: none"> • (An experimental) waste container/skip/bin, (with a sensor), sends a signal (to the depot) before it becomes (over) full/overflows • <u>In summer</u>, <u>residents</u> don't have to put up with bad smells (from the rubbish) • <u>In winter</u>, it saves on the number of bin lorries needed (to go out)/reduces the to and fro of trucks/cuts down lorry traffic 	3	<p>People/local people</p> <p>Saves lorries making unnecessary trips</p>	<p>Mention of rivers</p> <p>Saves money on lorries</p>
3.	(b)	<ul style="list-style-type: none"> • Street lamps have (sensors) that (also) measure: air quality/noise pollution • At night, they will only come on as someone/a car passes nearby/the light is self-adjusting depending on how light/dark it is 	2		Capturers

Question			Expected Answer(s)	Max Mark	Acceptable	Unacceptable
3.	(c)		<ul style="list-style-type: none"> • Wifi is <u>free</u> for all pedestrians/passersby in the streets/boulevards • <u>If you point</u> your smart phone or tablet towards a cinema, the programme times appear (on the façade) • (If you direct/point) your device towards a hotel or restaurant, you'll receive the menus <u>and</u> prices/room rates 	3		<p>“available” (on its own)</p> <p>“looking up” on your device</p>
4.	(a)	(i)	<ul style="list-style-type: none"> • It doesn't need a driver/functions without driver/is driverless • You (simply) tell it where to go and it slips into the traffic/brakes at red lights/in front of pedestrians • You can also give it orders <u>remotely/command it from distance</u> <u>And</u> (Go &) pick up the shopping at the supermarket <u>Or</u> pick me up at the cinema (at 10pm) • Sensors allow it to analyse (everything that's going on round about it), and then to make <u>right</u> decision 	4	<p>“good” / “appropriate” decision</p>	<p>Tell it the distance you want it to go</p>

Question			Expected Answer(s)	Max Mark	Acceptable	Unacceptable
4.	(a)	(ii)	<ul style="list-style-type: none"> • (Other cars will be equipped with similar 'artificial intelligence' meaning that) Cars will be able to communicate <u>with each other</u> • When one car brakes/stops, the others will know and will react (accordingly) 	2		
4.	(b)		<ul style="list-style-type: none"> • (Almost) everything will be able to be adjusted/controlled/set from a smart phone or tablet device • Temperatures can be adjusted room by room, <u>AND</u> remotely/without the owner being at home • A 'smart box'/when away from home (that's discretely hidden away (in the walls) allows people to fill the bath/control the shutters/switch on the heating when away from home (2 details required) 	3	Router/modem/internet box	Piece by piece/bit by bit

Question		Expected Answer(s)	Max Mark	Acceptable	Unacceptable
5.		<p>Suggestions for Inferential question: General statement Positive Negative Stylistic features</p> <p>General Statement / Overall attitude of the author: - Mainly positive Very positive description of how technology has evolved and of the improvements made to 'smart cities'. Relatively few references to negative aspects. (Further details: Overall outlook towards the development of 'smart' cities is very positive. Although some of the revolutionary ideas that he discusses are at times questioned, or potential issues brought to the fore, he weighs heavily on the advantages of these new technologies, and moreover, how they are already, and will in the future, benefit the residents of 'smart' cities.)</p>	7		

Question	Expected Answer(s)	Max Mark	Acceptable	Unacceptable
5.	<p>(cont)</p> <p>Positive:</p> <ul style="list-style-type: none"> • The striking statement at the start talking about no longer is it only living things who are ‘intelligent’, but that objects now have ‘neurons’! • The author goes on to talk about a few revolutionary examples of how this translates into real life examples of objects taking orders and subsequently carrying them out, as well as communicating with each other! • The author then goes on to talk about what defines a ‘smart’ city. The word ‘smart’ in itself denotes a positive feeling and positive connotations. • He also talks about how inhabitants benefit in their daily lives as a result of living in a ‘smart’ city • He puts a positive slant to why it would be easier for developing countries’ cities to integrate this type of new technology – this may be contrary to common belief, so is quite surprising, but positive. • The author then gives a concrete example of how Nice is tapping into this type of new technology to combat parking problems, so that motorists can quickly find available spaces, and not contribute to road congestion and pollution by driving around endlessly looking for a space. • The author uses the word ‘Répandue’ when talking about the examples of this technology in America, inspiring the Mayor of Nice. This word indicates that the technology is quickly becoming commonplace, and more importantly, might suggest that it’s not something to fear, but to embrace! 			

Question		Expected Answer(s)	Max Mark	Acceptable	Unacceptable
5.		<p>(cont)</p> <ul style="list-style-type: none"> • There are positive comments around the street lighting example also, especially where the author mentions how the lighting levels are self-adjusting, as well as having the ability to test the air quality and check noise pollution levels via special sensors that are integrated into this new innovation in street lighting. • The paragraph where the author talks about how you could simply point a device towards a hotel, restaurant or cinema and instantly retrieve information about timings, prices and menus is quite exciting! This is very new and seems very revolutionary. • This exciting transition reaches a peak where the author talks about the self-driving Toyota car, and how this can be used with 'smart' cities technology to not only carry out errands, but also to carry passengers, and without a driver! At this point however, the reader does have questions around the safety aspect of this – it all seems too good/futuristic, to be true! • The final example of how one region of Paris has started to integrate smart technology in its buildings, again, is exciting. Like the example with the Toyota car, the idea of humans' input to daily life to 'make things work' seems to be becoming obsolete! Is this good or bad? The author mostly paints a positive picture around these innovations. 			

Question	Expected Answer(s)	Max Mark	Acceptable	Unacceptable
5.	<p>Negative:</p> <ul style="list-style-type: none"> • Slightly critical of Europe and France. Copying and competing with the USA. Behind “developing countries” who can build and design new cities • The rhetorical question around the actual safety of people in the streets at night plants a real seed of doubt around how safe this technology would actually be in reality, and whether or not therefore it is desirable (if after all it could compromise people’s safety) • The idea of being able to ‘remotely control’ a REAL car with REAL passengers, and NO driver, seems far-fetched, despite that fact that the technology already exists. The reader could be left thinking that the safety concerns and potential pit-falls that failure in the technology might bring, outweigh the advantages of the technology existing in the first place. • The fact that the car park (at the end of the article), has not been kitted out with electric sockets to charge the new (expensive), electric cars, seems like a serious blunder on the part of the council – why wouldn’t they have thought about this!? 			

Question		Expected Answer(s)	Max Mark	Acceptable	Unacceptable
5.		<p>(cont)</p> <p>Stylistic features: Striking opening paragraph sets tone: 'L'intelligence a évolué, et n'est plus réservée à l'humain ou l'animal. 'Rhetorical questions – particularly the sub heading: L'intelligence du futur aura-t-elle encore visage humain? and the ending: Aujourd'hui dans la Silicon Valley. Demain, en France? Maybe just questioning if things have gone too far with the driverless car or if everything is as perfect as it seems eg Ironie suprême.....,</p> <p>Positive language: Inspiré, transformé, améliorée</p>			

Pegged Mark Criteria for Question 5 (inferential question)

- A pegged mark must be awarded only after reference to the specific guidance given above.
- A range of performance is available within each of the criteria.
- A mark of zero will be awarded to a performance which offers no appropriate inferencing skills, as outlined in the criteria for the other pegged marks.

Pegged Marks	Criteria
7 OR 5	The candidate provides a clear, concise and reflective answer, drawing inferences which are entirely appropriate, analytical and which demonstrate a sophisticated and accurate reading of the text. The answer clearly relates to the advice given in the Marking instructions.
3 OR 1	The candidate provides an answer which may contain some degree of misreading, but which offers evidence of appropriate inferencing skills. The candidate may, however, tend to supply information from the text with little attempt to draw inferences.
0	The candidate's answer simply provides information to be found in the text with no attempt to draw inferences.

Translation (20 marks)

10 sense units = 20 marks

Each unit marked 2, 1 or 0

2 = Acceptable translation

1 = Key information communicated despite awkward English and/or minor inaccuracy

0 = Serious inaccuracy in translation

8. Translate into English: “En Europe, nous devons ... une vingtaine de villes américaines..” (lines 25–44)

UNIT 1

TEXT	Accept (2)	(1)	Reject (0)
<p>En Europe, nous devons transformer</p> <p>nos quartiers petit à petit,</p>	<p>In Europe, we will have to/have to/must transform</p> <p>Our local areas / districts / suburbs / neighbourhoods/areas</p> <p>Little by little Bit by bit</p>	<p>should/ought we can transform</p> <p>our towns/our quarters</p> <p>piece by piece</p>	<p>have been transforming/are transforming</p> <p>our small areas</p>

UNIT 2

TEXT	Accept (2)	(1)	Reject (0)
mais certaines communes	But/however certain/some communes/areas/local councils / districts/ boroughs / communities / villages/towns/communes	Omission of “but” places	People
ont pris une longueur d’avance.	Have made a head start/taken the lead/are further ahead/advanced Are ahead of the rest Have advanced far	are a length in front have made leaps of progress taken a lengthy lead have advanced far made a head start	have made bigger changes have taken more length advances have taken a longer approach/longer to advance

UNIT 3

TEXT	Accept (2)	(1)	Reject (0)
C’est ainsi qu’à Nice	This is the case... This is how/it is in this way that in Nice/just as/and so,	it is like this in Nice it is thus... this is why	it is like places such as Nice no translation of “C’est ainsi”
les objets parlent.	Objects (can) speak / talk / communicate	things talk talking objects the objects	“objet” (singular)

UNIT 4

TEXT	Accept (2)	(1)	Reject (0)
grâce à des capteurs enterrés dans le trottoir du boulevard Victor-Hugo.	Thanks/ due to/owing to/as a result of sensors buried under/in the pavement(s) of the Boulevard Victor Hugo/VH Boulevard	Buried on.... Internal sensors in the pavement Planted in Victor Hugo Street	Thankfully In favour of On the boulevard

UNIT 5

TEXT	Accept (2)	(1)	Reject (0)
Pendant huit à dix ans, ils vont envoyer toutes les dix secondes un signal à l'ordinateur central de la ville	Over/for/for the duration of 8 to 10 years they will/are going to send/ every 10 seconds, a signal to the city's/town's main/central computer main server/main frame	In the course of during in want to send they send "centre of town"	In have sent out 10 second signals <u>from</u> the main server

UNIT 6

TEXT	Accept (2)	(1)	Reject (0)
afin d'indiquer à l'automobiliste	To/in order to show / indicate to drivers/the driver/motorist(s)	to guide <u>a</u> driver/motorist	
muni d'un smartphone	equipped/armed with	omission of "muni" <u>with</u> a smartphone who owns a smartphone	

UNIT 7

TEXT	Accept (2)	(1)	Reject (0)
où trouver la place de parking disponible la plus proche	where to find/he/she/they can find the nearest/closest available/free parking space	omission of "disponible" closer	Omission of "nearest"/"closest" Omission of "Où"

UNIT 8

TEXT	Accept (2)	(1)	Reject (0)
Il sera plus facile désormais de trouver une place de parking libre	It will be easier from now on to find a free/available/empty parking space Henceforth In the future	it is easiest omission of "libre" "Now" "from then on" "However" Omission of "désormais"	

UNIT 9

TEXT	Accept (2)	(1)	Reject (0)
à l'aide de l'appli (Smartphone) « Nice Park »	with the help of/ aided / assisted / supported by the App called 'Nice Park'/the (smartphone) App Nice Park via an App		In "Nice Park"
qui guidera le conducteur vers une place vide.	which will guide drivers/the driver/towards /to/into an empty (parking) space user	guides	conductor

UNIT 10

TEXT	Accept (2)	(1)	Reject (0)
Cette technologie est déjà répandue dans une vingtaine de villes américaines.	This technology is already widespread/widely used/common/ in about/around 20 American cities.	popular <u>that</u> technology <u>the</u> technology is already spreading omission of “around” / “about” omission of “widespread” available	common people

[END OF MARKING INSTRUCTIONS]



2015 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.
- (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.

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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			Expected Answer(s)	Max Mark	Acceptable	Unacceptable
1.	(a)		<ul style="list-style-type: none"> (Growth) of/due to/because of other media/radio, internet and TV (all 3 required) The public/we is <u>used to</u> /wants/expects getting news quickly/all over the world 	2	(Popularity of) other media	News travels quickly
1.	(b)		<ul style="list-style-type: none"> (more than) half/50% of (world's) population/people read/buy a newspaper (everyday) 	1		50% of the French
2.			<ul style="list-style-type: none"> (Sensational) press/news (which entertains)/<u>celebrities'</u> stories/lives (which allow you to dream)/<u>celebrity gossip</u> Information press, regional, national and international/which explains the world (of today) Political press giving commentary on <u>government(s)</u> 	3	Celebrity gossip Provides regional/national, international news	Without dreaming Information press Political press Commentary by government/specialists/specialists in government
3.			<ul style="list-style-type: none"> People/readers believe what they read (in a newspaper)/believe it's true/read in a naive way. It shapes/forms/influences opinions 	2		Young people People are naïve Evolution of opinions It revolutionises opinions

Question			Expected Answer(s)	Max Mark	Acceptable	Unacceptable
4.			<ul style="list-style-type: none"> Reporting/working/travelling in countries where there are wars/dictatorships/no democracy 	1		
5.			<ul style="list-style-type: none"> It gives people <u>time</u> to read critically/to think/consider/reflect 	1		

Part B

Question			Expected Answer(s)	Max Mark	Acceptable	Unacceptable
1.			<ul style="list-style-type: none"> • She finds it difficult to get/can't find a job in marketing/after long studies/with her degree/that suits her qualifications • Gerard has got a job in line with what he studied • She belongs to a generation of over qualified waiters/shop assistants/many graduates have to work in café/shop have degrees 	2		<p>Because he has a job as a journalist</p> <p>She has to work in a café</p>
2.			<ul style="list-style-type: none"> • He switches the radio on as soon as <u>he wakes up/gets up</u> • He has his <u>breakfast</u> watching the news on TV/watches news on TV at 7am • Buys the (local) newspaper <u>on his way to Uni/(at 10am)</u> • (Spends a lot of time) <u>in the evenings</u>, he is (on the internet)/reading blogs/ accessing social networks <p style="text-align: right;">(Any 3 from 4)</p>	3	NB 3 of the actions without time frame, equals one point	"in the morning" on its own
3.	(a)		<ul style="list-style-type: none"> • Things that don't concern her <u>directly</u> • Wars in <u>foreign countries</u> • The <u>love</u> life of a famous person <p style="text-align: right;">(Any 2 from 3)</p>	2		

Question		Expected Answer(s)	Max Mark	Acceptable	Unacceptable
3.	(b)	<ul style="list-style-type: none"> There are lots of rumours/they spread rumours They can wreck people's lives/destroy careers/hurt people (badly) 	2		
4.	(a)	<ul style="list-style-type: none"> They exploit/look into/follow the lives of <u>celebrities, like/such as footballers</u> (at night club) They use illegal means to get information/phone tapping/listening to private phone calls/conversations 	2	Write about/concentrate on famous footballers	Footballers' wives
4.	(b)	<ul style="list-style-type: none"> People have an <u>unhealthy</u> curiosity/obsession People like to learn/know that celebrities/stars are <u>not perfect</u> They enjoy knowing/like that celebrities/stars get punished for <u>succeeding/success</u> <p style="text-align: right;">(Any 2 from 3)</p>	2		Bad curiosity
5.		<ul style="list-style-type: none"> He would like to be a sports' journalist Be a reporter on the TV/in Africa/South America/television journalist Write (serious) articles that will inform/ become famous/go down in history/make an impression/make a mark 	3		History articles

Question			Expected Answer(s)	Max Mark	Acceptable	Unacceptable
6.			<ul style="list-style-type: none"> • (Almost all) <u>famous</u> journalists are men • Females on TV/<u>Female</u> TV presenters are (nearly always) young and pretty TV journalists • Men can be journalists at any age/age <u>and</u> looks are less important/for men physical appearances/looks <u>and</u> age are less important 	3		
7.			<ul style="list-style-type: none"> • There is lots of/so much competition (between journalists)/ Or it is difficult to get a scoop/extraordinary story 	1		

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]