



**2010 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 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 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 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' subparagraph 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
1.	<p>Why do some job seekers find it difficult to get a job?</p> <p>Because of</p> <ul style="list-style-type: none"> <li>Ethnic origin</li> <li>Disability/handicap</li> <li>Gender/sex</li> <li>Health</li> </ul> <p>(Any 2)</p>	<p>2 marks</p> <p>Ethnic religion Where they come from Countries come from</p>	

Questions/Acceptable answers	3 marks	Unacceptable answers	Acceptable
<p>2. According to researchers, what kind of candidate is most likely to be successful?</p>		<p>Well</p> <p>Blond</p> <p>Vain</p> <p>30 years old</p>	<p>Able-bodied</p> <p>Fit and well</p> <p>Fit</p>
<ul style="list-style-type: none"> <li>• <u>Male</u></li> </ul>	(Any 3)		<p>Good-looking/handsome/fit</p>
<p>And 2 out of 3</p>			
<ul style="list-style-type: none"> <li>• White</li> </ul>			
<ul style="list-style-type: none"> <li>• Young</li> </ul>			
<ul style="list-style-type: none"> <li>• Beautiful/healthy</li> </ul>			

Questions/Acceptable answers	2 marks	Unacceptable answers	Acceptable
<b>3.</b> What did researchers discover when they sent out almost identical CVs?		Age not mentioned Will receive less responses	30 year old more likely to get a job/ will get a job compared to a 50 year old/more likely to be successful/ picked over a 50 year old A younger person more likely to get a job (1 point only) A 50 year old less likely to be successful
<ul style="list-style-type: none"> <li>• A 50 year old man is less likely to get/get picked/chosen for a <u>job</u></li> <li>• Than a 30 year old</li> </ul>		Proof of identity	More demanding selection/higher expectations
<b>4.</b> In what way do some French job adverts differ from British ones?	<b>1 mark</b>	More criteria/job criteria Ask for more detail/information Different selection criteria	More detail about the person they are looking for
<ul style="list-style-type: none"> <li>• Identity photograph required</li> </ul>			
<b>OR</b>			
<ul style="list-style-type: none"> <li>• More selection <u>criteria</u></li> </ul>			

Questions/Acceptable answers		Unacceptable answers	Acceptable
<p>5. How are job seekers with a disability discriminated against?</p> <ul style="list-style-type: none"> <li>They are <u>judged</u> on their disability/they are not judged on their level of competence/ not seen as perceived as/thought of as/perceived as</li> </ul>	1 mark	<p>Seen as incompetent (with no other information)</p> <p>Functional</p>	<p>An employer won't see them as competent if they can't answer the phone</p> <p>Not judged on what they are able to do</p> <p>Seen as incompetent + other information</p>
<p>6. What government strategy has proved inadequate?</p> <ul style="list-style-type: none"> <li>Positive discrimination</li> </ul>	1 mark		<p>Giving an accurate description of positive discrimination, ie mentioning quotas</p> <p><b>Total: 10 marks</b></p>

## Section II Listening Part B

Questions/Acceptable answers		Unacceptable answers	Acceptable
<p>1. What subject did Marianne graduate in and why is it proving difficult for her to get a job?</p> <ul style="list-style-type: none"> <li>• Computing/IT</li> <li>• Many graduates/too many people with the same qualifications</li> <li>• Not enough jobs</li> <li>• Fierce competition</li> </ul>	<p>3 marks</p> <p>(Any 3)</p>	<p></p> <p>Lots of young people needing a job Hard to get a job</p>	<p>Computer science/studies</p> <p>Lots of people with the same qualification Lots of people looking at very few jobs Not a lot of jobs/few jobs/positions</p> <p>Same diploma/degree</p> <p>Too few jobs</p>



Questions/Acceptable answers		Unacceptable answers	Acceptable
<p>2. What does Marianne say about her experience in the workplace up to now?</p> <ul style="list-style-type: none"> <li>• Had temporary jobs here and there/six months/few weeks</li> <li>• (Always) positive</li> <li>• Gets on well with colleagues/employer</li> <li>• Never/not possible to stay on</li> </ul>	<p><b>3 marks</b></p>	<p>Small jobs Little jobs Part-time jobs</p> <p>With people</p>	<p>Wee jobs here and there</p> <p>Good feedback Positive relationships with people she works with</p> <p>Stay permanently/long</p>
<p>(Any 3)</p>			

Questions/Acceptable answers	2 marks	Unacceptable answers	Acceptable
<p>3. Why does André think employers prefer experienced people?</p> <ul style="list-style-type: none"> <li>• They can start straight away</li> <li>• Without making expensive mistakes</li> </ul>	2 marks	<p>Quicker/faster at working They know what to do</p>	<p>Quickly/immediately Start faster</p>
<p>4. Marianne claims that you have to be in a job to gain experience. What specific examples does she give to support this view?</p> <ul style="list-style-type: none"> <li>• You have to get used to a (new) IT system</li> <li>• You have to get to know different procedures</li> <li>• You have to get to know your work colleagues/people you <u>work</u> with</li> </ul>	3 marks	<p>Need to learn how to work with</p>	<p>Different computer systems/ processes Understand new computer systems Learn about new computers</p> <p>Different ways of working/ processes</p> <p>Get used to new colleagues</p>



Questions/Acceptable answers		Unacceptable answers	Acceptable
<p>(b) What, according to Marianne, might have been the employer's motives?</p> <ul style="list-style-type: none"> <li>Afraid of <u>allergic</u> reactions</li> <li>Wanted to protect his friend ('s health)</li> <li>Cheaper to employ <u>healthy</u> people</li> <li>Health and safety measures are <u>expensive</u></li> </ul>	<p><b>3 marks</b></p>	<p>Because of his health/asthma/ for his own sake</p> <p>Insurance is more expensive</p>	<p><u>Worried/concerned</u> about bad health problems</p>
	<p><b>(3 from 4)</b></p>		

Questions/Acceptable answers	3 marks	Unacceptable answers	Acceptable
<p>7. Why does André think discrimination in the workplace is unacceptable?</p> <ul style="list-style-type: none"> <li>• Personal qualities are what matters</li> <li>• Physical perfection/and appearance are not important</li> <li>• What matters is being professional/honest/having a professional conscience</li> </ul>		<p>Personal equality</p> <p>Creates a demand for physical perfection</p> <p>Consciousness/being conscientious Professional capabilities/abilities</p>	<p>What kind of person you are is what matters</p> <p>What people look like is not important</p> <p><b>Total: 20 marks</b></p>

## 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. It will be based on (a) grammatical correctness, (b) idiomatic command and sense of style, (c) the intellectual level of the ideas expressed, (d) plan or orderly development of ideas, (e) relevance to the subject set – but you remain free to vary the weight you attach to each of these in each individual essay. Answers which are largely irrelevant to the subject are unlikely to gain more than a Satisfactory mark, and could in some cases be considerably lower.
- 3 **Credit points**, indicated by a prominent tick in the left-hand margin, should be given for anything good. Such credit points may be gained, for example, by a good use of idiom, a well-handled syntactical construction, variety of constructions; a well-organised plan, neatly constructed paragraphs, a forcefully expressed idea, appropriate use of varied registers.  
  
Weak essays are commonly characterised by inaccurate grammar, thin or repetitious vocabulary and poor planning or relevance.
- 4 Neither grammatical mistakes nor credit points are to be formally totalled; but you should use them as guides for your final assessment. A candidate with one or two credit points may be in the running for a good mark, while one with a lot of grammatical mistakes or other signs of weakness will probably fall into the ‘Unsatisfactory’ category, or below. Poor punctuation and writing that is difficult to read may be penalised.
- 5 To award your final mark, you should place each script in one of a given number of categories. Each of these carries a fixed mark, as outlined in the Pegged Marks and Criteria on page 10.  
  
You must observe this fixed scale of marks, the purpose of which is to prevent a proliferation of individual marking scales.
- 6 The mark awarded should be entered in the **outer right hand margin** at the end of the question, 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]