



2011 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	2 marks	Unacceptable answers	Acceptable
1. According to the speaker, what main problems affect our world?			
• <u>Air/atmospheric</u> pollution		Pollution	
• Global/climate warming		Rising climate Rising temperature Climate change Greenhouse gases	
• Increase in population/overpopulation/too many people/overcrowded.		Population	
(Any 2)			

Questions/Acceptable answers	2 marks	Unacceptable answers	Acceptable
<p>2. (a) What aspects of modern life have now become indispensable?</p>	<p>2 marks</p>	<p>At least one car per family People want to have own cars</p>	
<ul style="list-style-type: none"> • Several/more/many <u>cars per family</u> 	(Any 2)	<p>Family cars</p>	
<ul style="list-style-type: none"> • (Abundance of) <u>hot/warm</u> water 		<p>Voluntary water</p>	
<ul style="list-style-type: none"> • Meat <u>every day/every night/once a day</u> 		<p>Every meal</p>	
<p>(b) What is the result of this?</p>	<p>1 mark</p>	<p>Planet is getting old/lazy/ dying/destroyed People are tired</p>	
<ul style="list-style-type: none"> • Adds to ecological footprint/massive carbon footprint/planet is (very) tired/exhausted/drained/worn out 			

Questions/Acceptable answers

3. What contradictory trends in population have been observed on the five continents?

2 marks

- Women are having fewer children/women are having 2 children in France and 3 children in India
- (Overall) population continues to increase/Population is rising/More people on the planet/Now 9/10 billion people on the planet

4. What major concern does the lack of resources raise?

1 mark

- Feeding so many – 9 or 10 billions/millions of people/ too many people
- (Avoiding) famine/There's a potential for famine in the future/There will be a major famine/There could be famine/they are at risk of famine

(Any 1)

Unacceptable answers

French women are having 2 kids instead of 3 previously

Less/fewer women having children
Wrong figure for children

How we support world population

Supporting/sustaining

Too many people.
How we will cope with a billion people

Not eradicating famine

Acceptable

Questions/Acceptable answers

5. What examples are given to show that the problem is both political and economic?

2 marks

- (Millions of cars rely on petrol as) “green”/eco friendly electric cars are too expensive/would be expensive
- Intensive farming/agriculture/overfarming causes a lack of water
- Industrial fishing/overfishing/fishing too much makes fish become extinct/disappear/contributes to the disappearance of fish/The fishermen are contributing to the disappearance of fish

(Any 2)

Unacceptable answers

Acceptable

Green technology

Green energy too expensive.

Cars are too expensive

Less expensive

Taking too many fish from the sea

The fishermen are noticing the disappearance of numerous species of fish

Fish farming

Industrial waste.

Penguins are dying because of people/damage to the planet.

Total: 10 marks

Advanced Higher French – Section I Listening Part B

Questions/Acceptable answers	4 marks	Unacceptable answers	Acceptable
<p>1. How are people made to feel like criminals according to Eric?</p> <ul style="list-style-type: none">• They take a bath <u>instead</u> of a shower • They use normal/non rechargeable batteries/do not use rechargeable/reusable/renewable ones • They leave the lights on/forget to turn off the lights • They take a carrier/plastic bag/if you don't recycle/ reuse plastic bags/if you use too many plastic bags/lots of plastic bags		<p>Penguins are dying because of people/damage to the planet People have baths People have lots of showers People take a bath or a shower</p> <p>Leave switches on Use too much energy</p> <p>Use plastic/too much plastic</p>	

Questions/Acceptable answers

Unacceptable answers

Acceptable

2. (a) What point does Caroline make to illustrate the scale and the seriousness of the issue?

2 marks

- You would need/it would take 11 planets (if everybody lived the European way)
- To satisfy/meet the needs/requirements in water/energy/People make too heavy demands on energy/water/earth resources

There are only 11 planets
The planet is not going to last for much longer the way the people are going/at the rate the other people are going
11 earths

(b) What example of decreasing energy resources does she give and what possible solution does she suggest? **2 marks**

- North Sea oil (is decreasing/Less) North sea oil
- Invest money in renewable/wind or solar power forms of energy/OR develop/Increase renewable energy+ 2 specifics wind/solar power.

Petrol/less petrol

Oil

Questions/Acceptable answers	3 marks	Unacceptable answers	Acceptable
<p>3. What more realistic solutions does Eric propose?</p> <ul style="list-style-type: none"> (We should focus on) reducing/avoiding/limiting waste/avoiding wastagenot spending money on stupid/unrealistic projects Take the bike \pm to go shopping or/more often/or if you are going to the end of the road (Encourage) car sharing/share lifts <u>to work</u> 	3 marks	<p>Get rid of waste properly Waste projects are stupid It's stupid to try and reduce waste Avoiding wasting energy Stop wasting/the waste</p> <p>Cycle/take the bike on its own Take bike to work</p> <p>Use different modes of transport/public transport</p>	Acceptable
<p>4. Why does Caroline think solar-powered houses are a good idea?</p> <ul style="list-style-type: none"> They save on <u>fossil</u> energy like <u>gas/fuel</u> (In some cases) they (can) provide all the energy needed for the house/give enough energy for a house. 	2 marks	<p>Save on energy You don't have to use gas/so much gas Save money on gas</p>	Acceptable

Questions/Acceptable answers	4 marks	Unacceptable answers	Acceptable
<p>5. Eric is not impressed with the current obsession with environmental issues.</p> <p>(a) What examples does he give of “green” political correctness?</p> <ul style="list-style-type: none"> • Natural/organic/fibre clothes • Plant based cosmetics/make up/beauty products/ beauty products with plants extracts • Wooden houses/timber houses • Green tourism/tours/eco tours to see the penguins/ tours to the Antarctic/eco holidays 		<p>Green clothes Organic products</p> <p>Green cosmetics Green make-up/face cream</p> <p>Live in mud houses Eco-friendly houses</p> <p>Go and watch the penguins die</p>	

Questions/Acceptable answers	2 marks	Unacceptable answers	Acceptable
<p>(b) What is his personal opinion of this trend?</p> <ul style="list-style-type: none"> • (Some) people make (a lot of) money/(Lots of) people are getting rich • By exploiting our fears (regarding the environment)/ People are taking advantage of our fears/fear of the future <p>OR</p> <ul style="list-style-type: none"> • The environment under threat is a business opportunity/People are exploiting the plight of our planet/The planet is an opportunity for business 		<p>People with lots of money Tourist industry</p> <p>People want to make us fear the future (and make a lot of money) Exploit the future People are scared of the future</p>	

Questions/Acceptable answers

6. What was Caroline planning to do?

- Take Eric on a “green” cruise/Want to go on an eco trip/
eco holiday/wanted to go on an eco trip with him

1 mark

Unacceptable answers

Send him on a course
Ecological meeting
Green crusade

Acceptable

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. 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 15.

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]