



National
Qualifications
2016

2016 French Listening and Discursive Writing

Advanced Higher

Finalised Marking Instructions

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General Marking Principles for Advanced Higher French Listening

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 detailed marking instructions, which identify the key features required in candidate responses.

- (a) Marks for each candidate response must always be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) 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.
- (d) Award a mark to each answer. Marks are not transferable between questions and the answers for each question must come from the Item.
- (e) The marks available in this Paper are as follows:
 - (i) The first set of questions from Item 1 (worth 9 marks) and all questions from Item 2 require candidates to provide answers based on comprehension of information from the passage. The marks available for each question generally range between 1-3 marks.
 - (ii) The last question from Item 1 is the overall purpose question worth 1 mark. This is always a supported question. In this paper three answer options are given. The candidate writes their chosen option in the answer booklet. Where a candidate writes two or all three options award zero marks.
- (f) For questions that ask candidates to 'state' or 'give', candidates must give a brief, accurate response/name.
- (g) The Marking Instructions indicate the essential idea that a candidate should provide for each answer. We use the term "or any other acceptable answer" to allow for the possible variation in candidate responses. Credit should be given according to the accuracy and relevance of candidate's answers. Candidates may be awarded marks where the answer is accurate but expressed in their own words.

Detailed Marking Instructions for each Question - Listening

Item 1

Question		Expected Answer (s)	Max Mark	Unacceptable answers
1.	(a)	<ul style="list-style-type: none"> In France unemployment has <u>increased</u>/is at record level and in Britain it continues to <u>go down</u>. In France unemployment is at <u>11%</u>, in Britain it is at <u>7%</u> (both figures accurate) OR There is a difference of 4% between Britain and France it's higher in France/lower in Britain (only if difference has been calculated by candidate) 	2	Increased by 11%/decreased by 7%
	(b)	<ul style="list-style-type: none"> The job market has become <u>very/highly/extremely/more/really</u> competitive in France/job seekers must show (potential) employers that they have <u>exceptional</u> qualities 	1	
	(c)	<ul style="list-style-type: none"> Degrees/diplomas/<u>university</u> qualifications are less important today than in the past The baccalauréat still counts/is still valued as it guarantees a basic/minimum level of knowledge 	2	Ignore wrong percentage The baccalaureat is essential

Question		Expected Answer (s)	Max Mark	Unacceptable answers
	(d)	<ul style="list-style-type: none"> • General <u>and</u> transferable skills • Organisational skills/good communication/employee flexibility/ability to adapt to change/adaptability 	2	Flexibility of work hours
	(e)	<ul style="list-style-type: none"> • To define basic/essential skills/qualities needed • create <u>selection</u> questionnaires • To find the perfect/ideal candidate <p>(Any two of three)</p>	2	Competencies
	(f)	2 - To inform people about changes in the job market	1	

Item 2

Question		Expected Answer (s)	Max Mark	Unacceptable answers
2.	(a)	<ul style="list-style-type: none"> Their parents spent their entire life in the same job In the past, to get a <u>well-paid/good job</u> you had to have the baccalauréat/to have studied/been at university (for a long time) 	2	
	(b)	<ul style="list-style-type: none"> People who have had a successful <u>career/a good job</u> without having a degree/going to university 	1	Get jobs/a job/realise their career Qualifications/baccalaureat
	(ii)	<ul style="list-style-type: none"> Like this famous chef who revolutionised school meals This businessman who created a multinational company just with his personal skills <p>(Any 1 from 2)</p>	1	Cooking/culinary school multicultural enterprise

Question		Expected Answer (s)	Max Mark	Unacceptable answers
	(c)	<ul style="list-style-type: none"> General skills/competence Like speaking a foreign language <u>and</u> IT/computer skills/science 	2	
	(d)	<ul style="list-style-type: none"> They offer their employees specific training/courses during their career/for their job you can get promotion (quite) easily The employer pays for training 	3	formation/needs/progress
	(e)	<ul style="list-style-type: none"> They do not consider the interests of their employees/they are not interested in their employees For instance, they often give priority to/employ/hire young people with lower salaries/give young people smaller salaries <u>When they do not need you any more</u> they make you redundant/fire you <u>without regret/hesitation</u> 	3	employers

Question		Expected Answer (s)	Max Mark	Unacceptable answers
	(f)	<ul style="list-style-type: none"> • Respect (workers'/employees'/human) <u>right(s)/right</u> to work • Encourage gender/sex equality at work • <u>Give</u> (good)maternity leave • Ensure the woman goes back to the same job (after her break) 	4	
	(g)	<ul style="list-style-type: none"> • They have the maturity to make <u>good/right/best</u> decisions • They have <u>solid/extensive/more</u> experience (of the world of work)/they are experienced workers 	2	experimented
	(h)	<ul style="list-style-type: none"> • That she will get on well with her future employer <p>AND</p> <ul style="list-style-type: none"> • They will see/like/appreciate her enthusiasm/motivation <p>OR</p> <ul style="list-style-type: none"> • They will be happy to employ her 	2	

General Marking Principles for Advanced Higher French 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 detailed marking instructions, which identify the key features required in candidate responses.

- (a) Marks for each candidate response must always be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) 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.
- (d) Marking should be holistic. There may be strengths and weaknesses in the piece of writing; markers should focus as far as possible on the strengths, taking account of weaknesses only where they significantly detract from the overall impression.
Three main aspects of the piece of writing should be considered:
 - (i) Content
 - (ii) Accuracy
 - (iii) Language resource - variety, range, structures
- (e) Using the pegged marks table, the marker should first select the row of the table in which the descriptors most closely match the candidate's piece of writing. Once that row has been identified, the assessor should follow this guidance:
 - If the evidence largely matches the descriptors across all of the aspects of the work, award the higher of the two available marks
 - If the evidence largely matches the descriptors across most of the aspects of the work, award the lower of the two marks available
- (f) If markers are in doubt about which of two adjacent rows to select: select the upper row and award the lower pegged mark in that row.
- (g) Markers can award the highest pegged mark (40) for writing even if there are minor errors. These should not detract from the overall impression.
- (h) Candidates are instructed to write 250-300 words. The general and detailed marking instructions should be applied even where the length of the piece of writing falls outside this range.

Detailed Marking Instructions - Discursive Writing

Mark	Content	Accuracy	Language resource: variety, range, structures
40 or 36	<ul style="list-style-type: none"> • The essay is well structured and all aspects are relevant to the title • The topic is addressed fully, in a balanced way • Overall this comes over as a comprehensive, competent, well thought-out response to the task which reads naturally 	<ul style="list-style-type: none"> • The language is characterised by a high degree of accuracy and may show some flair. • A comprehensive range of verbs is used accurately and tenses are consistent and accurate • There is evidence of confident handling of all aspects of grammar and spelling • Some minor errors need not detract from the overall very good impression 	<ul style="list-style-type: none"> • The language used is mostly complex and sophisticated • There is a wide range of structures and vocabulary appropriate to Advanced Higher • There is a comprehensive range of verbs/verb forms and tenses • There is good use of less common adjectives, adverbs, prepositional phrases and, where appropriate, word order • There is extensive use of co-ordinating conjunctions and subordinate clauses throughout the writing • The language flows well and ideas and opinions are expressed effectively

Mark	Content	Accuracy	Language resource: variety, range, structures
32 or 28	<ul style="list-style-type: none"> • The essay has a good sense of structure and most aspects are relevant to the title • The topic is addressed well • The content is clear and well thought out 	<ul style="list-style-type: none"> • The language is clearly comprehensible throughout and fairly free of serious errors in areas appropriate to Advanced Higher. • A range of verbs is used accurately and tenses are generally consistent and accurate • Other parts of speech are used accurately • There are few serious errors in spelling and/or punctuation 	<ul style="list-style-type: none"> • The language used is generally complex and sophisticated • Contains a good range of vocabulary and structures appropriate to Advanced Higher • The candidate uses a good range of verbs/verb forms and tenses • There is good use of co-ordinating conjunctions and subordinate clauses throughout the writing • Ideas and opinions are expressed effectively
24 or 20	<ul style="list-style-type: none"> • The essay has some sense of structure and most aspects have some relevance to the title • The topic is addressed adequately • The content is mostly clear 	<ul style="list-style-type: none"> • The less complex language may be mostly accurate. However, in places, where the candidate attempts to use complex and sophisticated language, this may be less successful • The verbs are generally correct, but the range of verbs and tenses is limited • Spelling and punctuation are generally correct but there may be a few errors in some parts of speech - personal pronouns, gender of nouns, adjective endings, cases, singular/plural confusion • Overall, there is more correct than incorrect and there is the impression that the candidate can handle tenses 	<ul style="list-style-type: none"> • There are some examples of complex and sophisticated language • Contains a reasonable range of vocabulary and structures appropriate to Advanced Higher • There is a limited range of verbs/verb forms and tenses • There are some successful attempts to use co-ordinating conjunctions and subordinate clauses • Ideas and opinions are expressed adequately • There is some dictionary misuse

Mark	Content	Accuracy	Language resource: variety, range, structures
16 or 12	<ul style="list-style-type: none"> • The essay is lacking in structure and less than half of the aspects have any relevance to the title • The topic is addressed but in a limited way • The content is limited and may be presented as a single paragraph 	<ul style="list-style-type: none"> • The language is insufficiently accurate to convey meaning clearly and consistently • Ability to use verbs and form tenses accurately is inconsistent. There may be confusion between the singular and plural form of verbs • Although basic structures are used accurately, control of the language structure at times deteriorates significantly • There are errors in other parts of speech - gender of nouns, cases, singular/plural confusion - and in spelling and, where appropriate, word order • Several errors are serious • Overall there is more incorrect than correct 	<ul style="list-style-type: none"> • There is limited use of complex and sophisticated language • Contains a limited range of vocabulary and/or structures appropriate to Advanced Higher • There is inconsistency in the use of verbs/verb forms and tenses • There are few successful attempts to use co-ordinating conjunctions and subordinate clauses • There may be examples of unidiomatic translation from English and/or examples of dictionary misuse

Mark	Content	Accuracy	Language resource: variety, range, structures
8 or 4	<ul style="list-style-type: none"> • The essay is unstructured and few aspects are relevant to the title • The topic is not fully addressed • The content is very limited 	<ul style="list-style-type: none"> • The language is almost completely inaccurate throughout the writing and there is little control of language structure • Most of the verbs are incorrect. There is little evidence of tense control • Most basic structures are not used accurately and control of the language structure generally deteriorates significantly • There are frequent errors in other parts of speech – personal pronouns, gender of nouns, cases, singular/plural confusion, prepositions. Overall there is more incorrect than correct 	<ul style="list-style-type: none"> • There is little use, if any, of complex and sophisticated language • The essay contains a very limited range of vocabulary and structures appropriate to Advanced Higher • The candidate may not cope with more than one or two basic verbs/verb forms and tenses • Some sentences may not be understood by a sympathetic native speaker • There are examples of mother tongue interference and serious dictionary misuse

Mark	Content	Accuracy	Language resource: variety, range, structures
0	<ul style="list-style-type: none"> • The essay is unstructured and/or irrelevant • The candidate is unable to address the topic 	<ul style="list-style-type: none"> • The language is seriously inaccurate throughout the writing and there is almost no control of language structure • Very few words are written correctly in the modern language 	<ul style="list-style-type: none"> • There is no evidence of complex and sophisticated language • There may be several examples of mother tongue interference • Very little is intelligible to a sympathetic native speaker • There may be several examples of serious dictionary misuse

[END OF MARKING INSTRUCTIONS]