



National  
Qualifications  
2025

---

**2025 French**

**Listening and Discursive Writing**

**Advanced Higher**

**Question Paper Finalised Marking Instructions**

© Scottish Qualifications Authority 2025

These marking instructions have been prepared by examination teams for use by SQA appointed markers when marking external course assessments.

The information in this document may be reproduced in support of SQA qualifications only on a non-commercial basis. If it is reproduced, SQA must be clearly acknowledged as the source. If it is to be reproduced for any other purpose, written permission must be obtained from [permissions@sqa.org.uk](mailto:permissions@sqa.org.uk).



## General marking principles for Advanced Higher French Listening

*Always apply these general principles. Use them in conjunction with the detailed marking instructions, which identify the key features required in candidates' responses.*

- (a) Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.
- (b) If a 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.
- (c) Award a mark for each answer. Marks are not transferable between questions and the answers for each question must come from the item.
- (d) Award marks according to the accuracy and relevance of the candidate's answers. Award marks where the answer is accurate but expressed in their own words.

## Marking instructions for each question - Listening

### Item 1

Question			Expected response(s)	Max mark	Additional guidance
					Do not accept:
1.	(a)		<ul style="list-style-type: none"> <li>half of them could disappear by the end of the century</li> </ul>	1	
	(b)		<ul style="list-style-type: none"> <li>spoken less and less</li> <li>it is at risk of disappearing/under threat/threatened/endangered</li> <li>(a century ago) it was spoken by more than one million people</li> </ul> <p>Any 2 from 3</p>	2	a dying language
	(c)		<ul style="list-style-type: none"> <li>200,000</li> </ul>	1	
	(d)		<ul style="list-style-type: none"> <li>her grandmother was a native speaker</li> <li>her mother was able to understand the language/could not speak it</li> <li>one generation later Prof Briac/she (herself) could only learn poems</li> </ul>	3	her grandmother spoke it
	(e)		<ul style="list-style-type: none"> <li>French became the (only) official language (in France)</li> <li>French was the best way to gain social mobility/to access a higher social standing</li> </ul>	2	interacting socially
	(f)		<ul style="list-style-type: none"> <li>(it has become popular again because of) interest in Celtic culture</li> <li>(thanks to) tourist attractions (in Brittany/the Breton region/NW France)</li> </ul> <p>Any 1 from 2</p>	1	Britain

Item 2

Question			Expected response(s)	Max mark	Additional guidance
					Do not accept:
2.	(a)		<ul style="list-style-type: none"> <li>it is important for her to know where she is from</li> <li>(it is about) the origins of her ancestors/family</li> </ul> <p>Any 1 from 2</p>	1	origins (on its own) heritage
	(b)	(i)	<ul style="list-style-type: none"> <li>she feels Breton first, then French, then European</li> </ul>	1	
		(ii)	<ul style="list-style-type: none"> <li>it is fixated on the economy</li> <li>it neglects/it is not interested in (the) culture of its regions/the region</li> <li>French culture is uniform</li> <li>it is hard to distinguish one region from another</li> </ul> <p>Any 2 from 4</p>	2	
	(c)		<ul style="list-style-type: none"> <li>brings many nationalities/cultures together/many nationalities/cultures living together (diversity + unity)</li> <li>to/in order to/aiming to/create a better life for their families.</li> </ul>	2	languages
	(d)	(i)	<ul style="list-style-type: none"> <li>children/people/they were punished for not <b>speaking</b> French/for <b>speaking</b> a different language</li> </ul>	1	
		(ii)	<ul style="list-style-type: none"> <li>they suffered (a lot)</li> <li>they felt humiliated</li> <li>they don't see the point in defending their language</li> </ul> <p>Any 2 from 3</p>	2	

Question			Expected response(s)	Max mark	Additional guidance
					Do not accept:
	(e)		<ul style="list-style-type: none"> <li>they are niche/hardly spoken <b>nowadays</b></li> <li><b>everyone</b> speaks French (in France)</li> <li>society is globalised</li> </ul> <p>Any 2 from 3</p>	2	reference to the world
	(f)	(i)	<ul style="list-style-type: none"> <li>it <b>connects/links</b> a child/person to the history, culture and values (any two) <b>of their region</b></li> </ul>	1	story
		(ii)	<ul style="list-style-type: none"> <li>offer bilingual education/lessons/training <b>from the beginning</b></li> </ul>	1	
		(iii)	<ul style="list-style-type: none"> <li>it develops (self) confidence</li> <li>(it strengthens/improves) intellectual skills/capacities</li> </ul>	2	
	(g)	(i)	<ul style="list-style-type: none"> <li>you learn <b>more</b> quickly</li> <li>it improves decision-making</li> <li>it slows down/prevents ageing <b>of the brain</b></li> </ul>	3	
		(ii)	<ul style="list-style-type: none"> <li>it makes you <b>more</b> open-minded</li> <li>(it makes you) tolerant/appreciative of other cultures</li> </ul>	2	open/open spirit

## 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.
- (i) Markers should support candidates' use of their preferred use of gender-neutral nouns, pronouns and adjectives when referring to themselves and others in the assessment of writing. Using gender-neutral pronouns, nouns and adjectives, whether by adding punctuation, asterisks or using alternative spellings is now a common feature of inclusive language.

A candidate can opt to use masculine, feminine or gender-neutral adjective agreements throughout their writing or performance-talking assessment(s), where appropriate to the language. It is important to note that candidates must use their preferred pronouns and adjectives in a consistent manner and adhere to associated conventions of adjectival agreement where appropriate. Where gender-neutral nouns, pronouns and adjectives are used, it is important that candidates are marked on this based on its consistent use.

If you are uncertain or have queries about how to assess specific aspects of candidate response, you must seek guidance from your team leader or Principal Assessor.

## Marking instructions for each question - Discursive writing

Mark	Content	Accuracy	Language resource: variety, range, structures
<b>40 or 36</b>	<ul style="list-style-type: none"> <li>The essay is well structured and all aspects are relevant to the title</li> <li>The topic is addressed fully, in a balanced way</li> <li>Overall this comes over as a comprehensive, competent, well thought-out response to the task which reads naturally</li> </ul>	<ul style="list-style-type: none"> <li>The language is characterised by a high degree of accuracy and may show some flair</li> <li>A comprehensive range of verbs is used accurately and tenses are consistent and accurate</li> <li>There is evidence of confident handling of all aspects of grammar and spelling</li> <li>Some minor errors need not detract from the overall very good impression</li> </ul>	<ul style="list-style-type: none"> <li>The language used is mostly complex and sophisticated</li> <li>There is a wide range of structures and vocabulary appropriate to advanced higher</li> <li>There is a comprehensive range of verbs/verb forms and tenses</li> <li>There is good use of less common adjectives, adverbs, prepositional phrases and, where appropriate, word order</li> <li>There is extensive use of co-ordinating conjunctions and subordinate clauses throughout the writing</li> <li>The language flows well and ideas and opinions are expressed effectively</li> </ul>
<b>32 or 28</b>	<ul style="list-style-type: none"> <li>The essay has a good sense of structure and most aspects are relevant to the title</li> <li>The topic is addressed well</li> <li>The content is clear and well thought out</li> </ul>	<ul style="list-style-type: none"> <li>The language is clearly comprehensible throughout and fairly free of serious errors in areas appropriate to advanced higher</li> <li>A range of verbs is used accurately and tenses are generally consistent and accurate</li> <li>Other parts of speech are used accurately</li> <li>There are few serious errors in spelling and/or punctuation</li> </ul>	<ul style="list-style-type: none"> <li>The language used is generally complex and sophisticated</li> <li>Contains a good range of vocabulary and structures appropriate to advanced higher</li> <li>The candidate uses a good range of verbs/verb forms and tenses</li> <li>There is good use of co-ordinating conjunctions and subordinate clauses throughout the writing</li> <li>Ideas and opinions are expressed effectively</li> </ul>



Mark	Content	Accuracy	Language resource: variety, range, structures
24 or 20	<ul style="list-style-type: none"> <li>The essay has some sense of structure and most aspects have some relevance to the title</li> <li>The topic is addressed adequately</li> <li>The content is mostly clear</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>The verbs are generally correct, but the range of verbs and tenses is limited</li> <li>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</li> <li>Overall, there is more correct than incorrect and there is the impression that the candidate can handle tenses</li> </ul>	<ul style="list-style-type: none"> <li>There are some examples of complex and sophisticated language</li> <li>Contains a reasonable range of vocabulary and structures appropriate to advanced higher</li> <li>There is a limited range of verbs/verb forms and tenses</li> <li>There are some successful attempts to use co-ordinating conjunctions and subordinate clauses</li> <li>Ideas and opinions are expressed adequately</li> <li>There is some dictionary misuse</li> </ul>
16 or 12	<ul style="list-style-type: none"> <li>The essay is lacking in structure and less than half of the aspects have any relevance to the title</li> <li>The topic is addressed but in a limited way</li> <li>The content is limited and may be presented as a single paragraph</li> </ul>	<ul style="list-style-type: none"> <li>The language is insufficiently accurate to convey meaning clearly and consistently</li> <li>Ability to use verbs and form tenses accurately is inconsistent. There may be confusion between the singular and plural form of verbs</li> <li>Although basic structures are used accurately, control of the language structure at times deteriorates significantly</li> <li>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</li> <li>Overall there is more incorrect than correct</li> </ul>	<ul style="list-style-type: none"> <li>There is limited use of complex and sophisticated language</li> <li>Contains a limited range of vocabulary and/or structures appropriate to advanced higher</li> <li>There is inconsistency in the use of verbs/verb forms and tenses</li> <li>There are few successful attempts to use co-ordinating conjunctions and subordinate clauses</li> <li>There may be examples of unidiomatic translation from English and/or examples of dictionary misuse</li> </ul>

Mark	Content	Accuracy	Language resource: variety, range, structures
<b>8 or 4</b>	<ul style="list-style-type: none"> <li>The essay is unstructured and few aspects are relevant to the title</li> <li>The topic is not fully addressed</li> <li>The content is very limited</li> </ul>	<ul style="list-style-type: none"> <li>The language is almost completely inaccurate throughout the writing and there is little control of language structure</li> <li>Most of the verbs are incorrect. There is little evidence of tense control</li> <li>Most basic structures are not used accurately and control of the language structure generally deteriorates significantly</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>There is little use, if any, of complex and sophisticated language</li> <li>The essay contains a very limited range of vocabulary and structures appropriate to advanced higher</li> <li>The candidate may not cope with more than one or two basic verbs/verb forms and tenses</li> <li>Some sentences may not be understood by a sympathetic native speaker</li> <li>There are examples of mother tongue interference and serious dictionary misuse</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>The essay is unstructured and/or irrelevant</li> <li>The candidate is unable to address the topic</li> </ul>	<ul style="list-style-type: none"> <li>The language is seriously inaccurate throughout the writing and there is almost no control of language structure</li> <li>Very few words are written correctly in the modern language</li> </ul>	<ul style="list-style-type: none"> <li>There is no evidence of complex and sophisticated language</li> <li>There may be several examples of mother tongue interference</li> <li>Very little is intelligible to a sympathetic native speaker</li> <li>There may be several examples of serious dictionary misuse</li> </ul>

[END OF MARKING INSTRUCTIONS]