AH

2019 French

Listening and Discursive Writing

Advanced Higher

Finalised Marking Instructions

✕SQA
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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) Award a mark to each answer. Marks are not transferable between questions and the answers for each question must come from the item.

(d) The marking instructions indicate the essential idea that a candidate should provide for each answer. 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.

Marking instructions for each question – Listening

Item 1

Question			Expected response	Max mark	Additional guidance
					Do not accept:

1.	(a)		• people can now <u>publicly</u> express extreme/illegal opinions
			• (it's easy/easier to facilitate) the <u>spread</u> (of) harmful/marginal/dangerous opinions
			  or
			  racism, anti-Semitism and terrorism (all three required)
				2	public opinion

	(b)		• new technologies allow people to express opinions <u>anonymously</u> • (Western) <u>democracy/democracies</u> protect freedom of speech/refuse in principle to censor opinions	2	accidental occidental/Western countries
	(c)	(i)	(On social networks people publish/post…) • terrorist propaganda videos (all three required) • anti-Semitic tweets • calls/incitement to violence Any **1** from **3**	1	
		(ii)	• they hired <u>3,000 (</u>additional) moderators/monitors (to check online discussions)	1	they have 3000
		(iii)	• impose very <u>strict control(s)/regulations/rules</u> (on social networks)	1	on/off the internet
	(d)		• <u>who</u> should decide about what can (or can't) be <u>said</u> (online) • how can we protect/respect individual freedom whilst <u>protecting the public</u> (at the same time)?	2	posted
	(e)		• to <u>educate/teach/encourage</u> Internet users <u>to debate/discuss</u> on line with respect for others/without violence	1	

page 03

Item 2

Question			Expected response	Max mark	Additional guidance
					Do not accept:
2.	(a)		• (she is horrified by/because of) insulting/aggressive posts/comments (on social networks)	1	behaviour/things
	(b)		• it has allowed people to have discussions as equals • when you are <u>anonymous</u>/you speak with <u>people you don't know</u> **and** you can have an <u>honest</u> debate/you are not influenced by your family, friends or social origin (all three required)	2	equal discussion/discussion about equality
	(c)		• it makes people say unacceptable things/things they would not say face-to-face • there are <u>every day/(so) many</u> cases of <u>racism</u> or (cyber) <u>bullying</u>	2	how many cases…?
	(d)	(i)	• no one can (claim to) control <u>all</u> that/what is <u>said</u> (on the web) • we live in free countries • it is essential to be able to express oneself/freedom of expression is essential Any **2** from **3**	2	posted free world
		(ii)	• people can <u>support</u> an important cause/<u>support</u> the protection of the environment • sign a petition/influence a government decision	2	raise awareness of/promote government petition

Question			Expected response	Max mark	Additional guidance
					Do not accept:
	(e)		• there is <u>a lot of</u> fake news/false information • <u>social networks</u> spread/distribute/carry <u>rumours</u> (at a high speed) • it can be (very) difficult to distinguish between true and false • people do not know what sites to trust Any **3** from **4**	3	make there are lots of rumours
	(f)		• choose reliable sites • check/verify their source(s) • confirm <u>news</u> with other sites (to avoid misinformation) Any **2** from **3**	2	information
	(g)	(i)	• you can <u>learn</u> to make a bomb • you can <u>buy</u> weapons/fake ID/drugs • you can <u>post/share</u> shocking images	3	sell to send
		(ii)	• it's very difficult to identify the users/culprits • users can continue with their activities undetected <u>by police</u> Any **1** from **2**	1	
	(h)		• <u>all</u> information is at his fingertips/at hand/within reach • <u>immediate/instant</u> contact with <u>family and friends</u> • possibility to be in touch with colleagues • to work anywhere and at any time Any **2** from **4**	2	at your doorstep constant join/call

page 05

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) 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

(d) 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.

(e) 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.

(f) Markers can award the highest pegged mark (40) for writing even if there are minor errors. These should not detract from the overall impression.

(g) 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.

Marking instructions – Discursive Writing

Mark	Content	Accuracy	Language resource: variety, range, structures
40 or 36	- 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	- 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	- 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

page 07

Mark	Content	Accuracy	Language resource: variety, range, structures
32 or 28	• 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	• 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	• 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	• 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	• 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	• 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

page 08

Mark	Content	Accuracy	Language resource: variety, range, structures
16 or 12	• 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	• 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	• 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

page 09

Mark	Content	Accuracy	Language resource: variety, range, structures
8 or 4	• The essay is unstructured and few aspects are relevant to the title • The topic is not fully addressed • The content is very limited	• 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	• 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
0	• The essay is unstructured and/or irrelevant • The candidate is unable to address the topic	• 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	• 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]

page 10