



National
Qualifications
2026

2026 French

Listening

Higher

Question Paper Finalised Marking Instructions

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

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General marking principles for 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 to 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 to candidates where the answer is accurate but expressed in their own words.

Marking instructions for each question

Item 1

Question			Expected response(s)	Max mark	Additional guidance
					Do not accept:
1.	(a)		<ul style="list-style-type: none"> 7 months ago 	1	
	(b)		<ul style="list-style-type: none"> parents got a divorce mum wanted to live close(r)/near(er) to her family 	2	
	(c)		<ul style="list-style-type: none"> (they are both) lawyer(s)/advocate(s) for a (big) international/foreign firm/company/business 	1	they advocate for/promote abroad
	(d)		<ul style="list-style-type: none"> more than 5 nationalities in her class (all) lessons/classes were in English maximum of twenty pupils in a class <p>Any 2 from 3</p>	2	
	(e)	(i)	<ul style="list-style-type: none"> (she misses) the big choice of/lots of extra-curricular/after school activities 	1	
		(ii)	<ul style="list-style-type: none"> she can no longer/can't sail on the lake <p>OR</p> <ul style="list-style-type: none"> she can no longer/can't sail on Friday afternoon(s) 	1	

Question			Expected response(s)	Max mark	Additional guidance
					Do not accept:
2.	(a)		<ul style="list-style-type: none"> she studied languages at university she missed speaking English (she wanted to/likes to/could) use her linguistic/language skills/abilities/competence(s) <p>Any 2 from 3</p>	2	<p>improve</p> <p>use her understanding/knowledge of languages</p>
	(b)		<ul style="list-style-type: none"> she had an (excellent) primary teacher/teacher who inspired her (both) her parents and her grandfather/granddad were teachers 	2	nursery/secondary/English teacher
	(c)		<ul style="list-style-type: none"> it is what she has (always) dreamed of/it is her dream job/career it is near/close to/not far from her parents' (house) they can see each other often/they can see her often/she can see them often (they think that) she has a (good) balance between personal life and professional life/life and work <p>Any 2 from 4</p>	2	
	(d)	(i)	<ul style="list-style-type: none"> in the suburbs/outskirts (of Marseille) there are only 600 pupils 	2	
		(ii)	<ul style="list-style-type: none"> everyone knows each other/one another she gets on (well) with (all) her colleagues 	2	she knows everyone
	(e)	(i)	<ul style="list-style-type: none"> pupils (often) talk about/share the traditions of their country/their traditions 	1	cultures
		(ii)	<ul style="list-style-type: none"> there is a festival celebrating the diverse/different cultures (of the school) <p>OR</p> <ul style="list-style-type: none"> there is a festival celebrating the diversity and culture (of the school) 	1	<p>nationalities</p> <p>diversity (on its own)</p>

[END OF MARKING INSTRUCTIONS]