



National  
Qualifications  
2023

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**2023 French**

**Reading and Translation**

**Advanced Higher**

**Finalised Marking Instructions**

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## General marking principles for Advanced Higher French Reading and Translation

*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.
- (e) The marks available in this paper are as follows:
  - (i) The first set of questions (worth 23 marks) in section 1 requires candidates to provide answers based on comprehension of information from the text. The marks available for each question generally range between 1-4 marks.
  - (ii) The last question in section 1 is the overall purpose question. For this question candidates must draw meaning from their overall understanding of the text. There is a maximum of 7 marks available for full reference to the text and detailed comment. Pegged marks of 5/3/1 are given for degrees of reference to the text and comment. 0 marks will be given where candidates show little or no inferential skills or understanding of the overall purpose of the text.
  - (iii) Section 2 is the translation question (worth 20 marks). For this question candidates must translate the underlined section of the text. The section for translation will be divided into 10 sense units. For each sense unit, 2, 1 or 0 marks will be awarded: 2 marks for a full translation, 1 for partial translation, and 0 for an unsuccessful attempt.
- (f) Credit should be given according to the accuracy and relevance of candidates' answers. Candidates may be awarded marks where the answer is accurate but expressed in their own words'.

## Marking instructions for each question

### Section 1 - Reading

| Question |     |      | Expected response(s)  | Max mark | Additional guidance |
|----------|-----|------|---|----------|---------------------|
|          |     |      |   |          | Do not accept:      |
| 1.       | (a) | (i)  | <ul style="list-style-type: none"> <li>there will be <b>more than</b> 9 billion people on Earth</li> <li><b>nearly</b> 80% of whom will live in cities</li> <li>Urban areas will continue to expand and densify</li> <li>eating into more and more agricultural land</li> </ul> <p>Any 3 from 4</p>   | 3        |                     |
|          |     | (ii) | <ul style="list-style-type: none"> <li>food production will need to increase by 70% (in order to be able to feed everybody)</li> </ul>  | 1        |                     |
|          | (b) |      | <ul style="list-style-type: none"> <li>how can we feed the nine billion people who will populate the planet in 2050 <b>without destroying it</b>?</li> <li>is it time to review our food production <b>and</b> consumption/the way/methods by which we produce and consume food ?</li> </ul>  | 2        |                     |
| 2.       |     |      | <ul style="list-style-type: none"> <li>vegetables are grown on several levels</li> <li>everything is rigorously organised for plants to grow in conditions perfectly suited to their growth</li> <li>as a result, vertical farms have an average yield of 100 times more than that of traditional agriculture</li> <li>water consumption is 10 times lower</li> <li>consumers know exactly where their vegetables come from</li> <li>consumers can, if they wish, learn more about the production process/conditions</li> </ul> <p>Any 3 from 6</p> | 3        |                     |

| Question |     |  | Expected response(s)  | Max mark | Additional guidance                  |
|----------|-----|--|---|----------|--------------------------------------|
|          |     |  |   |          | <b>Do not accept:</b>                |
| 3.       | (a) |  | <ul style="list-style-type: none"> <li>offer everyone the opportunity to have access to a <b>responsible</b> source of vegetables next to their home</li> <li>to reconnect with nature</li> </ul> <p>Any 1 from 2</p>   | 1        | Reliable.<br>Responsible vegetables. |
|          | (b) |  | <ul style="list-style-type: none"> <li>nature lovers without gardens</li> <li>nature lovers without time (to go to the countryside to collect their products)</li> </ul> <p>(Nature lovers omitted but both points identified = 1 mark)</p>   | 2        |                                      |
|          | (c) |  | <ul style="list-style-type: none"> <li>a 3m<sup>2</sup> plot managed by an employee of the <b>business/company</b></li> <li>a harvest of more than 50 varieties of fruits, vegetables and herbs (throughout the year)</li> </ul>  | 2        | Parcel.<br>Society.                  |
| 4.       | (a) |  | <ul style="list-style-type: none"> <li>a <b>little bit</b> of the <b>countryside</b> in the <b>city</b> (that I increasingly enjoy to visit)</li> </ul>   | 1        |                                      |
|          | (b) |  | <ul style="list-style-type: none"> <li>the unpredictability of the <b>crops/harvest</b></li> <li>quality and quantity of fruit and vegetables are never guaranteed</li> </ul>   | 2        |                                      |
| 5.       | (a) |  | <ul style="list-style-type: none"> <li>they are <b>sustainable and use natural resources</b> (such as solar energy/CO<sub>2</sub> to stimulate (plants) photosynthesis)</li> </ul>  | 1        | Long-term/durable.                   |
|          | (b) |  | <ul style="list-style-type: none"> <li>food production represents a quarter of the greenhouse gases</li> <li>distribution of food has harmful effects on air quality</li> <li>producing, processing and transporting food uses a huge amount of water and energy</li> </ul> <p>Any 2 from 3</p> | 2        |                                      |

| Question |     |  | Expected response(s)  | Max mark | Additional guidance       |
|----------|-----|--|---|----------|---------------------------|
|          |     |  |   |          | <b>Do not accept:</b>     |
| 6.       | (a) |  | <ul style="list-style-type: none"> <li>to reach food self-sufficiency thanks to local farming</li> </ul>  | 1        | Auto sufficiency.         |
|          | (b) |  | <ul style="list-style-type: none"> <li>to reduce environmental cost of food</li> <li>to take steps so that everyone has enough to eat/can be fed/<br/>no-one should go hungry by 2050</li> <li>everyone, researchers, farmers and consumers take part</li> </ul> <p><b>Any 2 from 3</b></p> | 2        | Eat when they are hungry. |

| Question     |  |  | Expected response(s)   | Max mark | Additional guidance   |              |          |              |  |              |  |   |  |
|--------------|--|--|--|----------|---|--------------|----------|--------------|--|--------------|--|---|--|
| 7.           |  |  | <p>To raise awareness of environmental issues caused by food production (in the context of a growing world population) and to present urban farming as a viable solution/persuade reader to get involved.</p> <p><b>Content</b></p> <ul style="list-style-type: none"><li>to make readers aware of detrimental effects of current food production</li><li>Need to prepare to feed growing population</li><li>highlight the need for imminent action</li><li>to present in a positive light how urban/vertical farms operate</li><li>to show the passion of founders of Peas&amp;Love</li><li>to highlight some ‘negatives’ of urban farming but to outweigh these with positives</li><li>to encourage readers to play their part as consumers</li></ul> <p><b>Style</b></p> <ul style="list-style-type: none"><li>Article starts off in a very serious journalistic style.<br/>«<i>effets irréversibles, contribue gravement au</i>»</li><li>Initially well-balanced, non-emotive language.</li><li>As passage progresses, becomes clear that author is very much in favour of urban farms as possible solution.<br/>« <i>cette belle initiative</i> » , « <i>vaut vraiment la peine</i> » ! »</li><li>Accounts from scientific experts and use of statistics</li><li>First-hand, positive account from Peas&amp;Love founder and customer</li><li>Lively style - metaphors of farming vocabulary « <i>germer... enterrer les racines...</i> » use of questions - exclamations, direct speech</li><li>Inspiring/uplifting concluding sentences</li></ul> | 7        | <table><tr><th>Pegged marks</th><th>Criteria</th></tr><tr><td>7<br/>OR<br/>5</td><td>The candidate provides a clear, concise and reflective answer, drawing inferences which are entirely appropriate, analytical and which demonstrate a sophisticated and accurate reading of the text. The answer clearly relates to the advice given in the Expected response(s) column, or any other equally</td></tr><tr><td>3<br/>OR<br/>1</td><td>The candidate provides an answer which may contain some degree of misreading, but which offers evidence of appropriate inferencing skills.<br/>The candidate may, however, tend to supply information from the text with little attempt to draw inferences.</td></tr><tr><td>0</td><td>The candidate’s answer simply provides information to be found in the text with no attempt to draw inferences.</td></tr></table> | Pegged marks | Criteria | 7<br>OR<br>5 | The candidate provides a clear, concise and reflective answer, drawing inferences which are entirely appropriate, analytical and which demonstrate a sophisticated and accurate reading of the text. The answer clearly relates to the advice given in the Expected response(s) column, or any other equally | 3<br>OR<br>1 | The candidate provides an answer which may contain some degree of misreading, but which offers evidence of appropriate inferencing skills.<br>The candidate may, however, tend to supply information from the text with little attempt to draw inferences. | 0 | The candidate’s answer simply provides information to be found in the text with no attempt to draw inferences. |
| Pegged marks | Criteria   |  |  |          |   |              |          |              |  |              |  |   |  |
| 7<br>OR<br>5 | The candidate provides a clear, concise and reflective answer, drawing inferences which are entirely appropriate, analytical and which demonstrate a sophisticated and accurate reading of the text. The answer clearly relates to the advice given in the Expected response(s) column, or any other equally |  |  |          |   |              |          |              |  |              |  |   |  |
| 3<br>OR<br>1 | The candidate provides an answer which may contain some degree of misreading, but which offers evidence of appropriate inferencing skills.<br>The candidate may, however, tend to supply information from the text with little attempt to draw inferences.   |  |  |          |   |              |          |              |  |              |  |   |  |
| 0            | The candidate’s answer simply provides information to be found in the text with no attempt to draw inferences.   |  |  |          |   |              |          |              |  |              |  |   |  |

## Section 2 – Translation

| Question |  |  | Expected response(s)   | Max mark | Additional guidance   |
|----------|--|--|--|----------|---|
| 8.       |  |  | <p>Translate the underlined section into English: (lines 20-27)</p> <p><i>Scheepers s'est . . . la méthode de production</i></p> | 20       | <p>The translation into English is allocated 20 marks. The text for translation is divided into a number of sense units. Each sense unit is worth 2 marks. Award marks according to the quality and accuracy of the translation into English. Award a mark for each sense unit, as follows:</p> <p><b>2 marks - good</b><br/>The candidate understands and conveys essential information and relevant details, clearly and accurately, with appropriate use of English.</p> <p><b>1 mark - satisfactory</b><br/>The candidate understands and conveys essential information clearly and comprehensibly, although some of the details may be translated in an imprecise or inaccurate manner. They convey the key message in spite of inaccuracies and weaknesses in the use of English.</p> <p><b>0 marks - unsatisfactory</b><br/>The candidate fails to demonstrate sufficient understanding of the essential idea.</p> |

| Sense Units  | Good - 2  | Satisfactory - 1  | Unsatisfactory - 0  |
|--|---|---|---|
| <b>Unit 1</b><br><i>Scheepers s'est rendu compte que tous les ans, à la recherche d'une alimentation plus saine,</i> | Scheepers realised that every year, in search of/looking for/to find a healthier diet/healthier food, | All these years<br>To look for  | Idea of research  |
| <b>Unit 2</b><br><i>il achetait pour son jardin 150 euros de plantes</i>   | he (had) bought/would buy 150 euros of plants for his garden  |   |   |
| <b>Unit 3</b><br><i>qui mouraient un mois plus tard car il n'avait pas la main verte!</i>                            | which would die a month later because he wasn't green fingered/thumbed/the green touch                | green hand  |   |
| <b>Unit 4</b><br><i>S'il était confronté à ce problème, il ne devait pas être le seul.</i>                           | If he was faced with/confronted by this problem, he must not be/he wouldn't be the only one           | he wasn't the only one<br>omission of if<br>So (he was confronted...) the problem | If he confronted (active form)<br>Suggestion of future<br>He didn't have to be... |
| <b>Unit 5</b><br><i>L'entrepreneur belge explique : « Depuis trop longtemps,</i>                                     | The Belgian entrepreneur explains: "For too long (now),   | Omission of trop  |   |



| Sense Units  | Good - 2   | Satisfactory - 1                               | Unsatisfactory - 0                 |
|--|--|--|------------------------------------|
| <b>Unit 6</b><br><i>nous faisons grandir nos villes</i>  | we have been making our town/cities grow/we have been growing/we have grown  |  | We grow                            |
| <b>Unit 7</b><br><i>en nous distançant de la nature et en enterrant aveuglément nos racines.</i>   | (while) distancing ourselves from nature and blindly burying our roots.  | in ...<br>Omission of nous<br>Omission of from |                                    |
| <b>Unit 8</b><br><i>Peu à peu, nous avons été emportés par le courant et avons oublié la véritable origine des produits que nous consommons.</i> | Little by little, we have been swept/carried along/taken by the current and have forgotten the true origin of (the) produce/products we consume. |  |                                    |
| <b>Unit 9</b><br><i>Les légumes standardisés ont rapidement envahi nos supermarchés,</i>   | Standardised vegetables have quickly invaded our supermarkets,   | Standard vegetables<br>Omission of rapidement  | Vegetable standards<br>Wrong tense |
| <b>Unit 10</b><br><i>peu importe la saison, le lieu de culture ou la méthode de production. »</i>  | Regardless of/whatever/no matter the season, where they've been grown/(place of) origin or the method of production."                            | It doesn't matter                              | Culture                            |

[END OF MARKING INSTRUCTIONS]