



National
Qualifications
2022

2022 French

Reading and Translation

Advanced Higher

Finalised Marking Instructions

© Scottish Qualifications Authority 2022

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.

General marking principles for Advanced Higher French Reading and Translation

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) 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.
- (e) 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

Section 1 - Reading

Question			Expected response(s)	Max mark	Additional guidance
					Do not accept:
1.	(a)		<ul style="list-style-type: none"> • young people's situation has generally deteriorated/degraded • their entry into the world of work is more complicated (in France) than elsewhere in Europe • they are affected by high/persistent unemployment • they have an alarming/high proportion of dropouts <p>Any 3 from 4</p>	3	is degrading/is deteriorating the most
	(b)		<ul style="list-style-type: none"> • the youth unemployment rate has trebled in 40 years • the proportion of 15–24 year olds actively employed remains weak/4.5% lower than the European average (in 2019) 	2	active life(style)
2.	(a)		<ul style="list-style-type: none"> • it has increased/risen to 15% • it is lower than in other European countries (notably Germany and the Netherlands) <p>Any 1 from 2</p>	1	by 15%
	(b)		<ul style="list-style-type: none"> • Positive: can help entry into the job market/world of work • Negative: greater chance of failing exams 	2	

Question			Expected response(s)	Max mark	Additional guidance
					Do not accept:
3.			<ul style="list-style-type: none"> • they tend to employ young people who have the baccalaureate/they do not give enough opportunities to young people without qualifications • there is discrimination against young people from deprived areas/underprivileged suburbs • very little time is dedicated to teaching when young people are in an apprenticeship • it is also a very expensive scheme for government and businesses <p>Any 3 from 4</p>	3	a degree
4.	(a)		<ul style="list-style-type: none"> • an increase in (types of) temporary contracts offered • a young person has to wait an average of 3 years to find permanent employment • as a result of parents losing their jobs at 50, young people do not trust companies/businesses/do not feel loyalty towards them <p>Any 2 from 3</p>	2	
	(b)		<ul style="list-style-type: none"> • young people would rather resign/give up a permanent job and a reliable income if they do not feel happy in the company/business they work for • the younger generation is less afraid of unemployment than of boredom 	2	
	(c)		<ul style="list-style-type: none"> • they have adapted by making compromises • many of them have several sources of income/revenue at the same time 	2	

Question			Expected response(s)	Max mark	Additional guidance
					Do not accept:
5.	(a)		<ul style="list-style-type: none"> • moral values are more important to them than money • they are scathing about/look down on traditional business, as it does not meet their professional or personal expectations 	2	requests
	(b)		<ul style="list-style-type: none"> • they are prepared to live on a lower income • they are prepared to move home/return to their parents if this means they can stay true to their values • they often turn to humanitarian or charity work • two paths which give them great personal satisfaction <p>OR</p> <p>if one example given (humanitarian or charity) + personal satisfaction = 1 point</p> <p>Any 3 from 4</p>	3	revenue(s) live with their parents
6.			<ul style="list-style-type: none"> • they have to negotiate with young people to meet their expectations 	1	needs/requests

Question			Expected response(s)	Max mark	Additional guidance	
7.			<p>The writer's overall purpose in writing about this subject is to highlight the challenges faced by young people in the current job market and the need for change.</p> <p>The text highlights the following</p> <ul style="list-style-type: none"> • shortcomings of traditional system • changes in the new generation of young people • need for change in French companies' attitudes <p>The point of view of the writer is very clear throughout: he/she is critical of the French employment system and of businesses but very supportive of the young people themselves.</p> <p>Style The overall style of the article is factual/informative/serious, using statistics, quotes from experts and historical information to illustrate the shortcomings of the current system.</p> <p>However, there is an effort to engage with the reader through the use of a catchy title, rhetorical questions and exclamations.</p>	7	Pegged marks	Criteria
					7 OR 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 OR 1	The candidate provides an answer which may contain some degree of misreading, but which offers evidence of appropriate inferencing skills. 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.

Question			Expected response(s)	Max mark	Additional guidance
			<p>Word choice Use of emotive language to highlight the gravity of the problem and empathise with young people: ‘statistiques inquiétantes/choquant/pas encourageant/malheureusement’</p> <p>The writer uses strong language to put the blame on companies: ‘Thierry Reygades/responsabilité de l’échec de l’apprentissage/ problèmes du cote des employeurs/les entreprises ne comprennent pas’.</p> <p>The writer uses positive word choice for young people ‘moins peur du chômage que de l’ennui/ils sont prêts à vivre avec moins de revenus pour rester fidèles à leurs valeurs/Voilà une tendance admirable chez nos jeunes/attachés à des valeurs morales plus importantes que l’argent’</p> <p>Conclusion The writer looks towards the future and sets out very clearly the need for the system to change: ‘Le monde de l’entreprise doit s’adapter’/ ‘il lui faudra négocier’. Positive ending and optimistic tone.</p>		

Section 2 – Translation

Question			Expected response(s)	Max mark	Additional guidance
8.			<p>Translate the underlined section into English: (lines 16 -22)</p> <p><i>D'après elle, tous les pays européens . . . réussite des générations à venir.</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>2 marks - good The candidate understands and conveys essential information and relevant details, clearly and accurately, with appropriate use of English.</p> <p>1 mark - satisfactory 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>0 marks - unsatisfactory The candidate fails to demonstrate sufficient understanding of the essential idea.</p>

Sense Units	Good - 2	Satisfactory - 1	Unsatisfactory - 0
<u>Unit 1</u> <i>D'après elle, tous les pays européens connaissent aujourd'hui un taux de chômage élevé.</i>	According to her/in her opinion, nowadays/today all European countries experience/are experiencing/have/know a high rate/level of unemployment.	omission of <i>D'après elle</i> omission of <i>européens</i> the high rate word order	after her Europe believe/know about/of
<u>Unit 2</u> <i>Les jeunes sans expérience sont les plus défavorisés.</i>	Inexperienced young people/Young people without experience are the most disadvantaged/penalised.	more/disfavoured	unfavourised
<u>Unit 3</u> <i>En France, le marché de l'emploi s'est dégradé,</i>	In France, the job market has deteriorated/degraded,		market of work is degrading/worsening/ wrong tense
<u>Unit 4</u> <i>ce qui rend la situation encore plus grave pour eux.</i>	which makes/renderers the situation even worse/more serious for them.	leaves Awkward expression/word order	wrong tense
<u>Unit 5</u> <i>Les chefs d'entreprise constatent que les jeunes ont un surcroît de difficultés,</i>	Business leaders/company directors note/find that young people have additional difficulties,	business chiefs notice/state/report array	

Sense Units	Good - 2	Satisfactory - 1	Unsatisfactory - 0
<u>Unit 6</u> <i>dû à leur manque de compétences ainsi qu'au manque de formation disponible.</i>	due/owing to their lack of skills/competence/competencies as well as/and a lack of available training.	their lack of available training	so they lack/in this way/because of
<u>Unit 7</u> <i>Tous ces facteurs constituent de véritables barrières</i>	All (of) these factors create/establish/constitute/form real barriers	All the factors stated veritable	variable/variety
<u>Unit 8</u> <i>à l'entrée dans la vie active.</i>	to/for (their/the) entry/entrance into the world of work/working life/professional life/workforce.		professional lifestyle
<u>Unit 9</u> <i>Garner estime que la maîtrise de compétences générales comme l'informatique</i>	Garner considers/believes that (the) mastering/mastery (of) general skills like computing/IT	improvement	estimates/wrong tense informatics
<u>Unit 10</u> <i>sera essentielle pour la réussite des générations à venir.</i>	will be essential to/for the success of future generations/generations to come.	word order in generations to come	wrong tense

[END OF MARKING INSTRUCTIONS]