



National  
Qualifications  
2019

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**2019 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) Award a mark to each answer. Marks are not transferable between questions.
- (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) 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

### Section 1 - Reading

Question			Expected response	Max mark	Additional guidance
					Do not accept:
1.	(a)		<ul style="list-style-type: none"> <li>he shows/takes pictures of/photographs wild animals in their own environment(without rushing them)</li> </ul>	1	watches
	(b)		<ul style="list-style-type: none"> <li>(on a trip to Botswana and Kenya in 1999) he saw (for the first time)/fell in love with the special quality of light in Africa</li> <li>he wanted to document the extent/scale of animal extinction</li> </ul>	2	
	(c)		<ul style="list-style-type: none"> <li>that it will <u>raise awareness /inform</u> about the consequences of climate change <u>and</u> poaching</li> <li>(by showing animals in an artistic way), he hopes he will convince people <u>that these animals/treasures need saving</u></li> </ul>	2	
2.			<ul style="list-style-type: none"> <li>a director will never take his camera thinking that he is going to shoot a film <u>straight away</u></li> <li>he prepares in advance</li> <li>he is constantly thinking about his script/scenario/screenplay/he has a scenario in his head</li> </ul>	3	<p>soon</p> <p>scene</p>

Question			Expected response	Max mark	Additional guidance
					Do not accept:
3.			<ul style="list-style-type: none"> <li>• he must travel all around the world looking for the perfect location</li> <li>• he observes the environment</li> <li>• then imagines what the photographs will look like</li> <li>• he waits for the animals to come to him</li> </ul> <p>Any 2 from 4</p>	2	
4.			<ul style="list-style-type: none"> <li>• he has a (Massai) guide that he has known for years or you have to have the right/a good guide (and not be reckless)</li> <li>• the guide takes him to the location</li> <li>• he knows the animals' behaviour(s)</li> </ul>	3	everywhere
5.			<ul style="list-style-type: none"> <li>• there comes a fleeting moment/split second in which you can detect the animal's emotions (in its eyes)</li> <li>• he tries to convey (t)his emotion (through his work/art)</li> </ul>	2	
6.			<ul style="list-style-type: none"> <li>• they had <u>not noticed/seen</u> a group of young lions approaching them</li> <li>• they ran back to the car but left the camera bag behind</li> <li>• one of the lions grabbed the bag</li> <li>• a warthog passed by, the lions went after it, dropping the bag</li> </ul> <p>Any 3 from 4</p>	3	

Question			Expected response	Max mark	Additional guidance
					Do not accept:
7.	(a)	(i)	<ul style="list-style-type: none"> <li>when he was in the <u>north</u> of Alaska <u>in October</u>, there wasn't any snow</li> <li><u>last year</u> in Kenya, there was a terrible drought and there were many deaths due to thirst and hunger</li> </ul>	2	
		(ii)	<ul style="list-style-type: none"> <li>animals from the bottom and to the top of the food chain/all animals in the food chain are suffering</li> </ul>	1	
	(b)		<ul style="list-style-type: none"> <li>by punishing consumers of ivory goods</li> <li>by banning this barbaric trade</li> </ul>	2	

Question			Expected response	Max mark	Additional guidance	
8.			<p>To raise awareness of environmental issues and the impact that they are having on the natural world by highlighting in a positive way the work of the photographer Kyriakos Kaziras</p> <ul style="list-style-type: none"> <li>• encourage reader to appreciate the beauty of the animal world</li> <li>• to show how painstakingly slow and onerous a job animal photography can be</li> <li>• to show what extraordinary talent Kaziras has</li> <li>• to convey just how passionate Kaziras is about his subjects</li> <li>• make readers aware of impact of poachers and extent of animal extinction</li> </ul> <p><b>Word choice</b> <i>when describing Kaziras and his work</i>  'un talent hors du commun'  'De belles images'  ...présentent la magnificence des paysages et la splendeur de la faune animale</p> <p><b>Structure</b> - begins and ends with very positive descriptions of Kaziras and his work.</p> <p><b>Quotation</b> - Majority of the text is using words of Kaziras - a man who has dedicated his life to capturing natural photos of his subject matter. Writer barely speaks for himself... Lots of first person testimony by Kaziras himself...showing just how passionate he is about his subject choice.</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 column, or any other equally appropriate response.
					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	Max mark	Additional guidance
			<p><b>Voice</b> - Article (although mainly voice of Kaziras) ends with writer himself being explicit about motivation for article... qu'il faut protéger à tout prix.</p> <p><b>Use of statistics</b> - gives credence to argument about extinction.</p> <p><b>Inclusion of anecdotes</b> - makes article more enjoyable/relatable.</p> <p><b>Inclusion of example</b> - of misery/hardship of local people = not about attributing blame, but about acting to protect interests of human beings and animals.</p>		

## Section 2 - Translation

Question			Expected response	Max mark	Additional guidance
9.			<p>Translate the underlined section into English: (lines 25-31)</p> <p><i>«Quand je travaillais au Kenya... c'est bien sûr très négatif.»</i></p>	20	<p>The translation into English is allocated 20 marks. The text for translation will be divided into a number of sense units. Each sense unit is worth 2 marks, which will be awarded according to the quality and accuracy of the translation into English. In assessing the candidate's performance, the descriptions detailed below will be used. Each sense unit will be awarded one of the marks shown.</p> <p><b>2 - Good:</b> Essential information and relevant details are understood and conveyed clearly and accurately, with appropriate use of English.</p> <p><b>1 - Satisfactory:</b> Essential information is understood and conveyed clearly and comprehensibly, although some of the details may be translated in an imprecise or inaccurate manner. The key message is conveyed in spite of inaccuracies and weaknesses in the use of English.</p> <p><b>0 - Unsatisfactory:</b> The candidate fails to demonstrate sufficient understanding of the essential information.</p>



Text	Good - 2	Satisfactory - 1	Unsatisfactory - 0
<u>Unit 1</u> <i>« Quand je travaillais au Kenya, je m'approchais à 300 ou 400 mètres du troupeau,</i>	When I worked/was working/used to work in Kenya, I would/I used to get as close as/approach up to/go as far as/within 300 or/to 400 metres (away) from the herd	I approached/I was approaching	present tense travel the herd approached me/I was approached
<u>Unit 2</u> <i>je m'allongeais avec mon appareil et je patientais jusqu'au moment idéal.</i>	I would/ used to lie down /stretch out with my camera/apparatus/equipment/device and (I would) (patiently) wait for/until the ideal/best/perfect moment.	I lay myself down past tense (lay down/was laying) if not already penalised in unit 1	present tense elongated myself/lay down my camera
<u>Unit 3</u> <i>En l'espace de six ans, à raison de trois à quatre mois chaque année sur place,</i>	In (the space of)/over a period of/ within six years, (on the basis of/ at a rate of/due to) spending/ with/three or four months every year on location/site/the spot/in position, there	in place/in the one place	on place/per place/omission of sur place
<u>Unit 4</u> <i>c'est arrivé... trois fois quand même!</i>	it happened...three times nonetheless/no less!	even/ all the same/nevertheless it had happened	it arrived/came

Text	Good - 2	Satisfactory - 1	Unsatisfactory - 0
<u>Unit 5</u> <i>C'est de la curiosité, de leur part.</i>	It's (out of/because of/down to) curiosity on their part.	the curiosity on their behalf	curious past tense
<u>Unit 6</u> <i>Il y en a même qui se sont approchés à trois mètres de moi.</i>	There are/were even some (of them) which/who came (up to)/approached to/within/as close as three metres (away) from me.	those omission or wrong position of même	one he present tense for came/approached
<u>Unit 7</u> <i>Du coup, le comportement de ces animaux est complètement différent</i>	As a result/consequence/so, the behaviour of these animals is completely different	omission of du coup suddenly the animals / animals	
<u>Unit 8</u> <i>de celui d'un animal approché par l'homme:</i>	From/to that of an animal approached by man/a human:	omission of celui de of a man/men	this one the man
<u>Unit 9</u> <i>soit la bête sera stressée et partira en courant, soit elle va charger.</i>	Either/perhaps the beast/animal will be stressed and <u>run away</u> , or/perhaps it is going to/ will charge.	omission of either leave running/run fleeing leave	omission of either/or present/conditional tense she usually

Text	Good - 2	Satisfactory - 1	Unsatisfactory - 0
<u>Unit 10</u> <i>Et dans les deux cas, c'est bien sûr très négatif ».</i>	(And) in both/in these two cases it is, of course/definitely very bad/negative.	omission of bien sûr	in the second case wrong tense

[END OF MARKING INSTRUCTIONS]