



National
Qualifications
RESOURCE

X830/77/01

**French
Reading and Translation**

Marking Instructions

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| <p>Please note that these marking instructions have not been standardised based on candidate responses. You may therefore need to agree within your centre how to consistently mark an item if a candidate response is not covered by the marking instructions.</p> |
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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. | | | <ul style="list-style-type: none"> overloaded timetable unsuitable grading system discipline problems stressful competition creativity is not encouraged enough <p>Any 3 from 5</p> | 3 | |
| 2. | | | <ul style="list-style-type: none"> teaching is not linked to traditional methods pupils learn while having fun there is open-mindedness teachers develop their pupils' critical thinking <p>Any 2 from 4</p> | 2 | |
| 3. | | | <ul style="list-style-type: none"> they are attracted by the teaching methods their child may be failing at school they are looking for something other than vocational training <p>Any 2 from 3</p> | 2 | |
| 4. | (a) | | <ul style="list-style-type: none"> he went from a large class to a much smaller class he has an advisor who organises work experience placements for him he goes on trips abroad twice a year | 3 | |

| Question | | | Expected response(s) | Max mark | Additional guidance |
|----------|-----|--|---|----------|---------------------|
| | | | | | Do not accept: |
| | (b) | | <ul style="list-style-type: none"> to develop his personality to choose the job/his dream job <p>Any 1 from 2</p> | 1 | |
| 5. | (a) | | <ul style="list-style-type: none"> she had mastered French grammar she was able to understand/pick up Italian easily her ability was above average <p>Any 2 from 3</p> | 2 | |
| | (b) | | <ul style="list-style-type: none"> her classmates treated her like an alien they excluded her/she wasn't part of the group | 2 | |
| | (c) | | <ul style="list-style-type: none"> the school helped her to develop her natural gifts/talents (art) | 1 | |
| | (d) | | <ul style="list-style-type: none"> the fact that she cannot provide this education for her daughter | 1 | |
| 6. | (a) | | <ul style="list-style-type: none"> there are only two free alternative schools in Paris. she moved to the catchment area to avoid paying the high fees sending her children to this school/encouraging autonomy and free expression are more important than having a nice flat <p>Any 2 from 3</p> | 2 | |
| | (b) | | <ul style="list-style-type: none"> anyone can open a school and call it 'alternative' in general, schools not recognised by the state do not offer any guarantee it's essential to find out about a school before enrolling <p>Any 2 from 3</p> | 2 | |

| Question | | | Expected response(s) | Max mark | Additional guidance |
|----------|--|--|---|----------|---------------------|
| | | | | | Do not accept: |
| 7. | | | <ul style="list-style-type: none"> more and more schools are taking inspiration from these alternative methods more and more schools are building in a number of their approaches into their (own) teaching <p>Any 1 from 2</p> | 1 | |
| 8. | | | <ul style="list-style-type: none"> they do not necessarily suit all children some pupils need a lot of autonomy and others more structure to make progress <p>Any 1 from 2</p> | 1 | |

| Question | | | Expected response(s) | Max mark | Additional guidance | |
|----------|--|--|--|----------|---------------------|--|
| 9. | | | <p>The writer's purpose is to inform the reader about the success of alternative schools in France.</p> <p>The writer provides an informative description of these schools, and on the whole, offers a fairly balanced view. Towards the end of the article however, the writer tends towards a preference for mainstream schools</p> <p>Alternative schools are described in a positive light:</p> <ul style="list-style-type: none"> • issues in traditional state schools are detailed and the start of the text and there is a suggestion at the end of the text that they are right to take some inspiration from alternative methods • Benoît has clearly flourished in an alternative school, and feels that his individual needs have been met • Elodie's high academic level at the end of primary school is also highlighted • the writer uses research findings to suggest that these schools also foster success beyond the school setting | 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>The writer however also highlights several negative aspects of these alternative schools:</p> <ul style="list-style-type: none"> • the motivation of parents is often shown as often negative - as these schools can sometimes be seen as a last resort if a child fails in the main system and they refuse vocational options • the writer does mention the difficulties of pupils to adapt to mainstream schools if they are perceived as aliens or outsiders • Elodie is also called “ce produit” which is slightly derogatory • the high cost of these schools is mentioned. This can be problematic for parents such as Elodie. The writer adds that they “ne sont pas à la portée de toutes les bourses”, suggesting that they may be an example of privilege • Claire Jospin warns that any school can open and call itself “alternative”, and that not all of them are good • Jean-Francois Michel states that these schools do not suit everyone and every learning style • the last lines remind with humour that success can still be achieved without attending these alternative schools | | |

Section 2 – Translation

| Question | | | Expected response(s) | Max mark | Additional guidance |
|----------|--|--|--|-----------|---|
| 10. | | | <p>Translate into English: (lines 27–33)</p> <p><i>On peut cependant . . . la vie en général.</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 |
|---|---|------------------|--------------------|
| Unit 1 <i>On peut cependant se demander si ces écoles alternatives</i> | However one can wonder if these alternative schools | | |
| Unit 2 <i>n'encouragent pas la créativité au détriment des résultats scolaires.</i> | do not encourage creativity at the expense of school results. | | |
| Unit 3 <i>« Les rares études menées dans ce domaine ont montré</i> | “The few/rare studies undertaken in this field have shown | | |
| Unit 4 <i>que leurs élèves réussissaient au moins aussi bien que les autres,</i> | that their pupils succeeded at least as well as others, | | |
| Unit 5 <i>si ce n'est mieux sur le long terme», répond Marie-Laure Viaud,</i> | if not better in the long term”, replies Marie-Laure Viaud, | | |
| Unit 6 <i>auteur de plusieurs ouvrages sur l'éducation alternative.</i> | the author of several publications about alternative education. | | |
| Unit 7 <i>On remarque en effet qu'à la sortie de ces établissements,</i> | One finds in fact that when they leave these schools, | | |

| Sense Units | Good - 2 | Satisfactory - 1 | Unsatisfactory - 0 |
|---|---|------------------|--------------------|
| Unit 8 <i>leurs élèves font preuve d'indépendance et de confiance en eux,</i> | (their) pupils show independence and self-confidence, | | |
| Unit 9 <i>de précieux atouts</i> | which are precious assets | | |
| Unit 10 <i>dans leurs études et dans la vie en général.</i> | for their studies and for life in general. | | |

[END OF MARKING INSTRUCTIONS]