



National  
Qualifications  
2017

---

**2017 French**

**Reading and Translation**

**Advanced Higher**

**Finalised Marking Instructions**

© Scottish Qualifications Authority 2017

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is reproduced, SQA should be clearly acknowledged as the source. If it is to be used for any other purpose, written permission must be obtained from [permissions@sqa.org.uk](mailto:permissions@sqa.org.uk).

Where the publication includes materials from sources other than SQA (secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the centre's responsibility to obtain the necessary copyright clearance. SQA's NQ Assessment team may be able to direct you to the secondary sources.

These marking instructions have been prepared by examination teams for use by SQA appointed markers when marking external course assessments. This publication must not be reproduced for commercial or trade purposes.



## General marking principles for Advanced Higher French Reading

*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) For questions that ask candidates to 'state' or 'give', candidates must give a brief, accurate response/name.
- (f) We use the term "or any other acceptable answer" to allow for the possible variation in candidate responses. 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.

## Detailed marking instructions for each question

### Section 1 - Reading

Question			Expected answer(s)	Max mark	Unacceptable answers
1.			<ul style="list-style-type: none"> <li>• He is very moved/touched/upset/overwhelmed by their personal stories</li> <li>• These men and women are victims of a bureaucratic system</li> <li>• They are denied the right to stay in France</li> <li>• It's dangerous for them to return <u>home</u>/to <u>their</u> country</li> </ul> <p>(Any 3 from 4)</p>	3	It baffles him
2.	(a)		<ul style="list-style-type: none"> <li>• Some are asylum seekers <u>awaiting a decision</u></li> <li>• Some have been denied/refused asylum/refuge</li> <li>• Others have entered France illegally/without papers and hope to obtain the right to live <u>there</u></li> </ul>	3	<p>Seekers</p> <p>Idea of Father Riffard helping people to enter the country illegally</p>
	(b)		<ul style="list-style-type: none"> <li>• He shares with them his living quarters in the church</li> <li>• At the moment <u>about/around/approximately 50</u> adults and <u>15</u> children live in the <u>5</u> rooms, men and women separately</li> <li>• Precarious (living) conditions</li> <li>• Some improvements have been made: smoke detectors, fire extinguishers and additional toilets /bathrooms /sanitary equipment (include the 3 improvements)</li> <li>• Migrants' mattresses and belongings pile up on/all over <u>the floor</u></li> <li>• There is only one shower and four toilets for all</li> </ul> <p>(Any 4 from 6)</p>	4	Sanitary supplements/products

Question			Expected answer(s)	Max mark	Unacceptable answers
3.	(a)		<ul style="list-style-type: none"> <li>• He does not comply with/respect the law</li> <li>• He (illegally) shelters tens/dozens of migrants</li> <li>• Last year, he ignored a decree forbidding <u>him</u> to provide shelter/accommodation</li> </ul>	3	
	(b)		<ul style="list-style-type: none"> <li>• He had to appear in court/was prosecuted/was convicted</li> <li>• He was given a suspended/deferred sentence</li> <li>• and given a <u>1,200 euro fine</u></li> </ul> <p>(Any 2 from 3)</p>	2	
4.	(a)		<ul style="list-style-type: none"> <li>• <u>Almost all</u> these migrants came from <u>the same African countries</u></li> </ul>	1	Country/place(s)
	(b)		<ul style="list-style-type: none"> <li>• Those who contact him/they are Christians like him</li> <li>• Word of mouth works well/word spreads in the community</li> <li>• Even social workers send him migrants they cannot accommodate</li> </ul>	3	
5.			<ul style="list-style-type: none"> <li>• There are safety concerns</li> <li>• <u>He</u> should not be taking the place of/be a substitute for the State</li> <li>• If one day there is a fire and fatalities/deaths, the town hall/local authority would be prosecuted</li> </ul> <p>(Any 2 from 3)</p>	2	Security
6.			<ul style="list-style-type: none"> <li>• He is a man of action/fighter</li> <li>• Difficulties don't put him off</li> <li>• He gives an impression of <u>quiet/calm</u> strength/force and determination</li> </ul> <p>(Any 2 from 3)</p>	2	Tranquillity Peaceful

Question			Expected answer(s)	Max mark	Additional guidance	
7.			<p>Possible answers include: The purpose of the writer is to present in a positive light Father Riffard's daily struggle to help migrants despite opposition from the authorities</p> <p>Father Riffard is described as an extraordinary man:</p> <ul style="list-style-type: none"> <li>• Father Riffard is described as an unlikely hero, 70 years old, kind and compassionate. He is sensitive "bouleversé" "ému" "choqué" "il ne sait pas mettre les gens dehors"</li> <li>• He does, however, perform a formidable task, he is "extraordinaire": he has helped a multitude of foreigners over 15 years. At the moment he is sheltering 50 adults and 15 children. He does not intend to stop in the future</li> <li>• Nothing scares him amongst his opponents: the authorities all oppose the project and he counters all arguments</li> <li>• He is a hero as he takes risks to help others - he went to court and was sentenced. He can be perceived as a victim "il a été condamné", and at times as a rebel "il avait même décidé de ne pas respecter"</li> <li>• The writer expects him to continue his selfless work despite risks to himself - he admires him for his selfless efforts</li> <li>• The text ends on a very positive note as the priest is described as radiating strength and determination, ready to continue the fight and to defend the cause of migrants to the end</li> <li>• Stylistic features: a metaphor runs through the text evoking the idea of a battle, eg il "lutte" "se bat sans relâche" "sa lutte continue" "son combat a commencé" «me battais» «ses armes». Mention of emotive language. First person testimony from the priest</li> </ul> <p>The text also highlights the plight of migrants:</p> <ul style="list-style-type: none"> <li>• He perceives asylum seekers as victims of bureaucracy, his role being to "protéger les plus démunis"</li> <li>• The migrants are described as living in "conditions précaires", "leur situation désespérée", "risquent la mort", "leur détresse"</li> </ul> <p>Finally, the text describes the challenges he faces from the Authorities:</p> <ul style="list-style-type: none"> <li>• Il "se heurte a beaucoup d'opposition"</li> <li>• For them, "il ne respecte pas la loi" "il a été soupçonné d'aider des personnes à immigrer illégalement"</li> <li>• He faces prosecution and a fine.</li> <li>• The vocabulary used for his opponents is negative : "le soupçonne" "trouve suspect" "réaliste" "s'oppose" "il faut absolument arrêter"</li> </ul>	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 answers 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.

## Section 2 - Translation

Question			Expected answer(s)	Max mark	Additional guidance
8.			<p>Translation</p> <p>Translate the underlined section into English: (lines 27-32)</p> <p>“«Mais ici ce n’est pas ... qu’il encourt.”</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>«Mais ici ce n'est pas un centre d'hébergement,</i>	"But this is not a residential centre/accommodation centre But it is not..... here But here it isn't.....	housing centre this here is not/here is not	centre of accommodation
<u>Unit 2</u> <i>répète-t-il sans cesse, c'est un accueil d'urgence.</i>	He constantly/endlessly repeats/he says over and over  It's an emergency shelter/centre/refuge a reception centre/ it's emergency accommodation	to you/you he repeated  emergency welcome centre	you repeat it  welcome centre emergency welcome/reception
<u>Unit 3</u> <i>Où est le véritable danger, ici ou dans la rue ? »</i>	Where is the real danger, here or on/in the street(s)?"		road
<u>Unit 4</u> <i>Le Père Riffard ne compte donc pas abandonner sa bataille.</i>	And so/therefore  Father/Pere Riffard does not intend/expect/consider Is not ready/ to give up/abandon is not planning on .... ing  the/his fight/battle	omission of donc  omission of intention  <u>The</u> Father Riffard	her battle

Text	Good - 2	Satisfactory - 1	Unsatisfactory - 0
<u>Unit 5</u>  <i>Ses seules armes sont la générosité, la gentillesse et la force de caractère.</i>	His only weapons are/he is armed only with  generosity, kindness and strength of character/a strong character	power/force of character personality	They are only armed no reference to weapon  gentleness
<u>Unit 6</u>  <i>Il s'inquiète déjà de « la nouvelle vague d'arrivées »</i>	He is already concerned/worrying/worried/about "the new/next wave/tide of arrivals"	anxious about	vague anxious/worried of
<u>Unit 7</u>  <i>On peut s'attendre à ce qu'il continue</i>	We/you/one can expect him to/that he <u>will</u> carry on/continue	Omission of that that he continues	<u>it</u> continues/will continue one can wait that
<u>Unit 8</u>  <i>envers et contre tout, à protéger les plus démunis</i>	Despite/against all opposition/against all odds/despite everything to protect the poorest/the most deprived/impoverished (people)	vulnerable	towards and against all  more/poorer
<u>Unit 9</u>  <i>et à leur offrir un toit</i>	and to put a roof over their heads/to offer them shelter	offer them a roof/a shelter	



Text	Good - 2	Satisfactory - 1	Unsatisfactory - 0
<u>Unit 10</u>  <i>au mépris des risques qu'il encourt.</i>	regardless of/without any regard for/despite/with contempt for....  the/any risks <u>he</u> runs/incurs/ faces/encounters	     <u>it</u> incurs/entails he takes	to contempt

[END OF MARKING INSTRUCTIONS]