



National  
Qualifications  
2018

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**2018 French**

**Reading and Translation**

**Advanced Higher**

**Finalised Marking Instructions**

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## 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) 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.	(a)		<ul style="list-style-type: none"> <li>They face more difficulty integrating/they struggle more to integrate/France is one of the worst countries <u>in terms of integration</u></li> </ul>	1	Any suggestion of disadvantage Social inequalities are more emphasised in France They are less integrated
	(b)		<ul style="list-style-type: none"> <li>Immigrants in France are four times more likely to be living in poverty than the indigenous population</li> <li>(In 2017) the unemployment rate of immigrants in France was 14.5%, compared with an average of 11.9% in other host countries</li> </ul>	2	
	(c)		<ul style="list-style-type: none"> <li>They tend to be living in built-up zones/urban areas</li> </ul>	1	

Question			Expected answer(s)	Max mark	Unacceptable answers
2.			<ul style="list-style-type: none"> <li>• They don't want to work</li> <li>• They cling on to/retreat into the culture/identity of their home countries</li> <li>• They despise French culture <u>and</u> traditions</li> <li>• They won't leave their own communities</li> </ul> <p>(Any 3 from 4)</p>	3	Withdraw to/in... identification
3.	(a)		<ul style="list-style-type: none"> <li>• They should forget the customs of their home country</li> <li>• They should try to fit into the mould of their host country</li> </ul>	2	
	(b)		<ul style="list-style-type: none"> <li>• Immigrants should be given the possibility to be part of their host society</li> <li>• They should be encouraged to understand their host country's way of life <u>and</u> values</li> <li>• Their differences should be recognised</li> </ul>	3	a welcoming society

Question			Expected answer(s)	Max mark	Unacceptable answers
4.	(a)		<ul style="list-style-type: none"> <li>• More of them have degrees</li> <li>• They are better positioned/placed in the job market</li> <li>• 20% of them have managerial posts</li> </ul> <p>(Any 1 from 3)</p>	1	Qualified/qualifications/educated
	(b)		<ul style="list-style-type: none"> <li>• They are more likely to be unemployed <u>than other French people</u></li> <li>• Their salaries are often lower <u>than other French people</u></li> <li>• Their name can prevent them from getting <u>a job or accommodation</u></li> <li>• They are more likely to be stopped by the police for an identity check</li> </ul> <p>(Any 2 from 4)</p>	2	
5.	(a)		<ul style="list-style-type: none"> <li>• The support of their families</li> <li>• The will(power)/desire to succeed</li> <li>• Good connections/meeting the right people</li> </ul>	3	Good people/good encounters Willpower (on its own)
	(b)		<ul style="list-style-type: none"> <li>• Their success is down to their own guts/efforts/tenacity/determination</li> </ul>	1	
6.	(a)		<ul style="list-style-type: none"> <li>• It gives young people the essential social skills.</li> </ul>	1	Behaviours/competences
	(b)		<ul style="list-style-type: none"> <li>• What is expected of them</li> <li>• They have rights/access to benefits <u>and</u> duties/obligations</li> <li>• They have to do something for society</li> </ul> <p>(Any 1 from 3)</p>	1	
7.			<ul style="list-style-type: none"> <li>• That each member of society can achieve their potential</li> <li>• That they can make an active and positive contribution to society</li> </ul>	2	

Question			Expected answer(s)	Max mark	Additional guidance									
8.			<p>To highlight some of the difficulties that immigrants have faced in France and continue to face but to show that it is possible for immigrants to be successful in society and to aim for a positive, multicultural society.</p> <ul style="list-style-type: none"><li>• Use of statistics to show that immigrants' experience can be negative</li><li>• Emotive language in quoting attitudes about immigrants</li><li>• Historical perspective showing how attitudes have changed</li><li>• Evidence that discrimination does exist</li><li>• Adoption of a more positive tone to illustrate successful stories</li><li>• Personal example of a success story</li><li>• Use of quotes to make points forcefully</li><li>• Persuasive language showing that both society and immigrants have to make an effort to make immigration work</li><li>• Hopeful tone at the end, encouraging an optimistic outcome</li></ul>	7	<table><tr><th>Pegged marks</th><th>Criteria</th></tr><tr><td>7 OR 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 answer(s) column, or any other equally appropriate response.</td></tr><tr><td>3 OR 1</td><td>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.</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 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 answer(s) 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.	
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## Section 2 - Translation

Question			Expected answer(s)	Max mark	Additional guidance
9.			<p>Translate into English</p> <p><i>Prenons comme exemple.... à l'Université de Rouen. (lines 44-49)</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> Prenons comme exemple Haïba Ouaiissi,	(Let's) take/as an/for (an) example/the example of Haïba Ouaiissi,	Take as example/for example	First name People like
<u>Unit 2</u> fils d'un père ouvrier et d'une mère au foyer	son of a working-class/workman father and a stay-at-home mother/housewife	Working father Omission of stay-at-home House/home mother Notion of family (foyer)	Daughter hearth
<u>Unit 3</u> arrivés du Maroc dans les années 1970.	who (had) arrived/came from Morocco in the 1970s.	In 1970 Omission of 'who'	
<u>Unit 4</u> Pour lui, rien n'était gagné.	For him, nothing was a given/certain	Nothing was won/easy/given (easily)/there was nothing that wasn't earned Nothing wasn't earned Everything was earned	(For him) they earned nothing/nothing was earned Nothing worked out Nothing was gained
<u>Unit 5</u> Sa mère ne parlait guère français, et il a dû se battre afin de pouvoir réussir à l'école.	His mother hardly (ever) spoke/didn't speak much French, and he had to fight (in order) to be able to succeed in school/so that he could be successful at school	her  Fight to the end to succeed... It is due to the fight that he could succeed/...so as to have the power to succeed He found it difficult	War He was beaten



Text	Good - 2	Satisfactory - 1	Unsatisfactory - 0
<u>Unit 6</u> Aujourd'hui il reprend les mots de Churchill:	Today he recalls/uses/repeats/ goes back to/revisits the words of/quotes Churchill:	Recaptures, recounts Goes by He takes/is taken back to/takes back	
<u>Unit 7</u> « Le succès n'est pas final, l'échec n'est pas fatal	'Success is not final, failure is not fatal'	the	Chess Success isn't over
<u>Unit 8</u> c'est le courage de continuer qui compte. »	It is the courage to continue that counts/what counts is the courage/bravery to continue/carry on	The courage <u>of</u> continuing	Courage continues to count
<u>Unit 9</u> À force d'acharnement, le jeune homme a décroché un doctorat en droit	Through/with (sheer) determination/relentless effort, the young man managed to get/earned/achieved/obtained a doctorate in law	Awkward/clumsy versions of 'determination' <u>by</u> determination the young boy has taken/got(ten)/received/landed	dropped out right(ly) to force...
<u>Unit 10</u> et donne actuellement des cours hebdomadaires à l'Université de Rouen.	and currently gives/does weekly lectures at the University of Rouen.	At the present Puts on	courses taking/doing a course actually daily

[END OF MARKING INSTRUCTIONS]