



National  
Qualifications  
2016

---

## **2016 French Reading**

### **Higher**

## **Finalised Marking Instructions**

© Scottish Qualifications Authority 2016

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is to be used for any other purposes written permission must be obtained from SQA's NQ Assessment team.

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 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) If a specific 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.
- (d) Award a mark to each answer. Marks are not transferable between questions.
- (e) The marks available in this Paper are as follows:
  - (i) The first set of questions (worth 18 marks in total) requires candidates to provide answers based on comprehension of information from the text. The marks available for each question generally range between 1-3 marks.
  - (ii) The penultimate question is the overall purpose question. For this question candidates must draw meaning from their overall understanding of the text. There is a maximum of 2 marks available for reference to the text and detailed comment. Pegged Marks (2/1/0) and associated commentary are available with further guidance in the appropriate section of the Marking Instructions for Reading which forms part of this document.
  - (iii) The last question is the translation. For this question candidates must translate the underlined section of the text. The section for translation will be divided into five 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.
- (f) For questions that ask candidates to 'state' or 'give', candidates must give a brief, accurate response/name.
- (g) 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.

Question			Expected Response(s)	Max Mark	Unacceptable Answer
1.			<ul style="list-style-type: none"> <li>She grew up far from New York/in (the state of) Kentucky</li> <li>She did sport(s) with her (older) brother(s), <u>while being a cheerleader/majorette</u></li> <li>She has never/not taken drama/acting/theatre class(es)/lesson(s)/course(s)</li> <li>Neither of her parents/her parents don't work in (the) (world of) cinema/film industry</li> </ul> <p>NB: Ignore tenses</p> <p>(Any 3 from 4)</p>	3	<p>She did not/does not live in New York She is from/lives in Kentucky She was academically successful in school</p> <p>theatre school</p> <p>in a cinema</p>
2.	(a)		<ul style="list-style-type: none"> <li>(Almost) <u>every/each week</u>, dozens/lots of new films with teenage/young lead actors/heroes/main characters/protagonists are released/come out/appear (in the cinema/in cinema)</li> </ul>	1	<p>This week/every year/regularly/often A dozen/twelve Shown/displayed/are in the cinema</p>
	(b)		<ul style="list-style-type: none"> <li>The (lead) actor(s)/(main) character(s)/protagonist(s)/(typical) hero(es)/they/he/she is/are becoming <u>younger and younger/more and more young</u></li> </ul>	1	<p>The cast is becoming younger and younger Equally young/just as young Less and less young</p>
	(c)		<ul style="list-style-type: none"> <li>It attracts a (new) <u>young</u> audience/an audience of youth/group(s) of <u>young</u> people/customers/clients/clientele</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>It attracts people who are equally young/of a similar age (to the main characters)/who are also teenagers/cinema goers are becoming younger also</li> </ul>	1	<p><u>A</u> new customer who was equally young</p> <p>More young people have been going to the cinema to watch films</p>



Question			Expected Response(s)	Max Mark	Unacceptable Answer
4.	(a)		<ul style="list-style-type: none"> <li>Teenagers do not know how to/can't/are unable to communicate with/speak/talk to peers/classmates/friends <u>and/or</u> adults/grown-ups (around them)</li> <li>They spend/pass <u>all</u> (of) their/the time in front of/on/behind their computer (screen)/laptop</li> </ul>	2	<p>They don't/can't seem to speak/talk to/communicate with comrades</p> <p>a lot of time tablet/device/iPad/or any other specific mobile/electronic device screen on its own</p>
	(b)		<ul style="list-style-type: none"> <li>They are/he/she is shown as immature/angry/bad tempered/moody</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>It shows/they show their immaturity/anger/bad temper</li> </ul>	1	<p>childishness in a bad mood/humour(ed) a bad sense of humour</p>
	(c)		<ul style="list-style-type: none"> <li>(Films that feature/show/films with) <u>groups/gangs/crowds/hordes/a lot of</u> young people/teenagers/friends/pals/mates/buddies (together)</li> </ul> <p>+ one of the following:</p> <ul style="list-style-type: none"> <li>who are (sometimes) cheeky/insolent/impudent</li> <li>who muck about/get up to mischief/do silly/stupid things/being silly/stupid</li> <li>who help <u>one another/each other</u></li> <li>try to solve <u>their/each other's</u> problems</li> </ul> <p>NB: Idea of groups + one additional detail = 2 marks</p>	2	<p>band(s)</p> <p>friends need help friends who help solve problems</p>

Question			Expected Response(s)	Max Mark	Unacceptable Answer
5.	(a)		<ul style="list-style-type: none"> <li>The <u>daily/everyday</u> life (of young people)</li> <li>or</li> <li>Difficult/trying relationship(s)/relations/difficulty(ies) (getting along) with parents/difficultly(ies) between teens and parents</li> </ul> <p>(Any 1 from 2)</p>	1	The life/the daily routine (of young people)
	(b)	(i)	<ul style="list-style-type: none"> <li>Denouncing/condemning/arguing against/opposing/fighting (against)/showing/portraying/exposing/talking about/reporting on/highlighting war/poverty/inequality</li> </ul> <p>NB: Need verb + one detail</p>	1	Young people facing/giving up/stopping war/poverty/inequality
		(ii)	<ul style="list-style-type: none"> <li>They/one/you/we/children/people/teenagers grow up <u>too fast/quickly/soon/early</u></li> <li>They/one/you/we/children/people become adult without (ever) experiencing adolescence/being a teenager/teen</li> </ul> <p>(Any 1 from 2)</p>	1	<p><u>Infants</u> grow up too fast</p> <p>They get big too quickly (any implication of physical growth)</p>

Question			Expected Response(s)	Max Mark	Additional Guidance								
6.			<p>Assertion + justification <u>in English</u> = 2 marks</p> <p>Outline of possible response and evidence</p> <p>Young people are shown negatively/in a bad/pessimistic light/as troubled/as problematic/as stereotypes/as clichés</p> <ul style="list-style-type: none"><li>• image of teenager who cannot communicate</li><li>• who spend all their time in front of a computer</li><li>• rebellious/disrespect rules</li><li>• product of poor parenting</li><li>• isolated/unhappy/alone</li><li>• any other negative detail from the text</li></ul> <p>Young people are shown positively/in a good/optimistic light/as kind/as helpful</p> <ul style="list-style-type: none"><li>• groups of friends who help each other solving their problems</li><li>• interested in world issues/war/poverty/inequality</li><li>• any other positive detail from the text</li></ul> <p>Young people are shown in both a positive and negative/neutral light</p> <ul style="list-style-type: none"><li>• any one positive detail <u>and</u> any one negative detail from above</li></ul>	2	<p>A mark of 2, 1 or 0 will be awarded for this question. Markers should follow this advice:</p> <table><tr><th>Marks</th><th>Commentary</th></tr><tr><td>2</td><td>The candidate provides a clear answer, with justification that shows an accurate reading of the text. The answer clearly relates to the advice given in the “expected response” column.</td></tr><tr><td>1</td><td>The candidate provides an answer that may contain some degree of misreading, but that offers evidence of some justification.</td></tr><tr><td>0</td><td>The candidate’s answer provides information to be found in the text by simply re-stating answers to previous questions.</td></tr></table>	Marks	Commentary	2	The candidate provides a clear answer, with justification that shows an accurate reading of the text. The answer clearly relates to the advice given in the “expected response” column.	1	The candidate provides an answer that may contain some degree of misreading, but that offers evidence of some justification.	0	The candidate’s answer provides information to be found in the text by simply re-stating answers to previous questions.
Marks	Commentary												
2	The candidate provides a clear answer, with justification that shows an accurate reading of the text. The answer clearly relates to the advice given in the “expected response” column.												
1	The candidate provides an answer that may contain some degree of misreading, but that offers evidence of some justification.												
0	The candidate’s answer provides information to be found in the text by simply re-stating answers to previous questions.												

Question			Expected Response(s)	Max Mark	Additional Guidance
			<p>Young people in western and developing countries are represented differently</p> <p>In western countries:</p> <ul style="list-style-type: none"> <li>• difficulties with parents</li> <li>• daily life</li> </ul> <p>In developing countries:</p> <ul style="list-style-type: none"> <li>• teenagers denouncing war/poverty/inequality</li> <li>• they grow up too quickly</li> </ul> <p>NB: Any one detail from western countries <u>and</u> one detail from developing countries.</p>		
				(20)	



Question		Expected Response(s)	Max Mark	Additional Guidance
7.		<p>Translate into English the underlined section. «Ces films . . . au cinéma» (lines 13–16)</p> <p><b>Translation</b></p> <p>Ces films illustrent que les jeunes héros sont partout dans les films.</p> <p>These films illustrate/show that young heroes are everywhere in films.</p> <p>Les directeurs de cinéma se sont inspirés des problèmes des jeunes</p> <p>Film directors are inspired by young people's problems</p> <p>tels que la drogue, l'amour et le stress des examens.</p> <p>such as drugs, love and exam stress.</p> <p>Cependant il faut avouer que les adolescents qui se disputent avec des adultes</p> <p>However, you have to admit that teenagers arguing with adults</p> <p>n'est pas du tout un nouveau thème au cinéma.</p> <p>is not at all a new theme in film.</p>	10	<p>The translation into English is allocated 10 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 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
<u>Unit 1</u> Ces films illustrent que les jeunes héros sont partout dans les films.	These films illustrate/show that young heroes are everywhere in films.		
Ces films	These/those films/movies	The film omission of these or those	Renowned films
illustrent que	illustrate/show/demonstrate (that/how)		
les jeunes héros	young heroes	the young heroes teen/teenage heroes young teen/teenage heroes a young hero	main character(s)/protagonist(s) omission of heroes as a hero
sont partout dans les films.	are everywhere in films/movies in the films/movies in film	omission of are in the film in the film industry	in films everywhere

Text	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
<u>Unit 2</u> Les directeurs de cinéma se sont inspirés des problèmes des jeunes	Film directors are inspired by young people's problems		
Les directeurs de cinéma	(The) (film/cinema) directors (The) directors of cinema		
se sont inspirés	are inspired by take inspiration from	have been/were inspired by	will inspire inspired themselves by
des problèmes des jeunes	young people's problems the problems of young people the problems young people have/face	youngsters/youths problems of youth	
<u>Unit 3</u> tels que la drogue, l'amour et le stress des examens.	such as drugs, love and exam stress.		
tels que	such as like	which are	omission of tels que for example
la drogue, l'amour et le stress des examens.	drugs, love and exam stress/the stress of exams	the drugs, the love and the stress of (the) exam the exam stress	omission of drugs or love or exam stress

Text	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
<u>Unit 4</u> Cependant il faut avouer que les adolescents qui se disputent avec des adultes	However, you have to admit that teenagers arguing with adults		
Cependant	However/but/nevertheless	Omission of cependant	
il faut avouer que	you/one/we have to/must/need to/got to admit/confess (that) it must be admitted/confessed (that)	they/I must/have to admit/confess (that) it is necessary to admit/confess (that) it must be acknowledged (that)	it is admitted (that) it/he needs to admit (that) they have confessed (that) you must agree (that) it can be admitted (that)
les adolescents qui se disputent avec des adultes	teenagers/adolescents arguing/fighting/quarrelling with/who argue/fight/quarrel/have disputes with adults	young people/youngsters/youth (NPFRE) which fight disputing with adults	children or any specific gender confront will argue

Text	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
<u>Unit 5</u> n'est pas du tout un nouveau thème au cinéma.	is not at all a new theme in film.		
n'est pas du tout	is not at all is not in any way	omission of at all is just not/is not completely/is not entirely/is not on the whole	
un nouveau thème au cinéma.	a new theme in film/(the) cinema/movies/film industry a new cinematic theme	the new theme/concept a new film/movie theme	a whole new theme in the film

[END OF MARKING INSTRUCTIONS]