

2006 French

Advanced Higher – Reading and Translation

Finalised Marking Instructions

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A General Procedure

- 1 Before marking proper begins, it is the responsibility of the marking team to fix appropriate standards. The marking process will therefore be divided into two stages: a **preliminary** stage which will be exploratory and aimed at establishing the standards to be applied, and the **marking** stage when scripts will be marked according to an agreed scheme, on the basis of photostat scripts.

- 2 **Preliminary Stage**

This covers the period from the time the markers receive their scripts and photocopies to the Markers' Meeting.

When you receive the first batches of scripts, you should read a sufficient number to feel you have a reasonable impression of the general level of the candidates' work, then mark, **provisionally** and in pencil only, as many as you can before the Markers' Meeting with the purpose of testing how the Marking Instructions work in practice. While carrying out this provisional marking, any points which have not been covered by the key, and any other points which may help with the process of standardisation, should be entered on one of the copies of the Marking Key.

The photostat copies should also be marked and brought to the Markers' Meeting, where they will serve as a basis for comparison of standards and general discussion on marking.

- 3 **Markers' Meeting**

In discussion of these Instructions and the photostat scripts, you will have the opportunity of discussing any points of difficulty or any doubt on matters of procedure or marking. You should bring both copies of the Marking Instructions to the meeting, the one with the preliminary notes, the other for the insertion of any amendments made at the meeting. The second, revised copy should be used as the basis for the marking proper. The decisions made at the Markers' Meeting will be binding on markers, and the Marking Instructions, as revised, must be followed closely. Should any reservations occur to you during the course of marking proper, you should mention them in your report, but if the preliminary stage is carried out thoroughly, such reservations should be very infrequent.

You may also bring selected scripts with you to the Markers' Meeting if you have encountered any particular points of difficulty which may warrant the examination of complete scripts. However you must scrupulously observe the Scottish Qualifications Authority's ruling that scripts may not be read or marked in public places or on public transport. In general, you must observe the highest standards of caution when carrying scripts about with you. (See Terms and Conditions of Employment of Markers on Form Ex51(a) sent with your letter of invitation to serve as a marker.)

4 **Marking Stage**

This covers the period from the Markers' Meeting until the final date for the return of scripts to the Authority. By that date all marked scripts, Mark Sheets and Reports should be returned to the Authority.

Marking should be carried out according to the scheme which follows, taking into account any modifications which may be decided on at the Markers' Meeting.

The mark for this Paper is out of 50.

In the case of serious doubt about an assessment, you must award a mark and then refer the piece of work to the Principal Assessor. To do this, write "PA Referral" underneath the "For Official Use" section on the front of the script and complete a Principal Assessor Referral form (copies of which are enclosed in your marker's pack). (Also see 'Entries on the Mark Sheets' sub-para 3.) **Do not write the reasons on the script itself. Do not make an entry on the outside of the envelope.**

General criteria for marking

Translation:

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. The total number of marks gained will, where necessary, be converted to a score out of 20.

<i>Category</i>	<i>Mark</i>	<i>Description</i>
Good	2	Essential information and relevant details are understood and conveyed clearly and accurately, with appropriate use of English.
Satisfactory	1	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.
Unsatisfactory	0	The candidate fails to demonstrate sufficient understanding of the essential information and relevant details. Errors may include mistranslation and/or the failure to translate relevant details.

B Detailed Marking Key

See attached sheets for detailed notes on each question.

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Reading and Translation

Pas de ça chez moi!

1. (a) Describe the circumstances that have led Gérard Delorme to form the residents' group mentioned at the beginning of the article. 3
- There is a helicopter landing strip 20 metres from/close to Gérard Delorme's (holiday) home (in St Tropez).
 - On one occasion, a helicopter nearly landed in his garden (due to pilot error).
 - He (and other residents) is/are constantly disturbed by the noise, as (private) helicopters land every half hour.
- (b) What is the aim of this group, and what does it plan to do to draw attention to its campaign? 2
- The aim is to get the flights stopped.
 - To draw attention to their campaign, the residents have decided to prevent motorists from gaining access to St Tropez on 14 August.
2. (a) What do we learn in paragraph 2 about the characteristics of today's protest groups and about the specific nature of the causes they support? 4
- They don't support large/big/important environmental causes (like cleaning up beaches and saving forests).
 - They are made up of just a small number of citizens demanding peace and quiet, safety and beauty (**at least 2 details**).
 - They merely want to protect their own immediate environment/they are not concerned about what goes on over the hill, only about what is going on in their own backyard.
 - All over France these groups are forming to protest against car parks, wind turbines/wind farms, pig farms/pigsties, mobile phone masts, cycle tracks, a new motorway or power line (**any 4 examples**).
- (b) Are they a new phenomenon? (Give details). 1
- No, they started to appear in the 1970s but became widespread in the 1990s (and since then have continued to spread).

3. (a) **What plans do the local authorities have for the banks of the River Tarn?** 1
- They have decided to restore the banks and to create a public footpath.(both)
- (b) **What exactly are Yvon Garrigaud's objections to the plans?** 2
- He does not want to see the peaceful beauty of the banks (which he can see from his window) destroyed.
 - He does not want to be deprived of the riverbanks.
 - He does not think they should be altered as they have always been there/out of respect for one's ancestors.
 - He thinks the path will become like a pedestrian motorway for tourists.
- Any 2
4. (a) **What comparison does the author make between today's protest groups and those of a few decades ago?** 1
- In the past people formed protest groups to support national or even global causes whereas today people just want to defend their own territory (both).
- (b) **What role has the State played in the proliferation of protest groups, and with what result?** 2
- The government has introduced a lot of measures allowing the public to express its opinions.
 - As a result of this (private and public sector) developers can't launch a project without residents forming associations to get it stopped.
- (c) **What three further examples of protest group actions are we given towards the end of the article, and what were their outcomes?** 4
- A woman (from Lorraine) tried to stop a (25-metre high) pylon being erected in a housing estate.
 - She ended up having to sell her house at a much reduced price/for 90,000 instead of 150,000 euros.
 - Last year McDonald's had to abandon its planned opening in (the 4th *arrondissement*/a district of) Paris, when residents objected.
 - Similarly, in Tournefeuille a protest group was formed to oppose another McDonald's and succeeded.

5. Now consider the article as a whole.

- (a) In the final paragraph the author describes the protest group as an *aventure humaine*. What exactly do you think she means by this, and to what extent do you feel the protest groups mentioned in the article were *des aventures humaines*? 5

It's a human adventure in the sense that it's about ordinary people fighting against developers, local authorities or large companies to protect their home territory. Words like *lutte* (line 21), *se battent* (line 30), *s'engage* (line 40), *s'insurge* (line 60), *les mobilisations* (line 94), *un bras de fer* (line 114), *bataille* (line 121), *le combat* (line 135) etc suggest a hard struggle for the residents involved. It's an adventure in the sense that when the people embark on an action they don't know what the outcome will be, whether they will win or lose the fight. Some protest groups have successful outcomes, others fail (penultimate paragraph). It's 'human' in the sense that it involves people and brings people in communities together (*ces associations créent un lien social*, lines 133-134). Newcomers escaping from stressful jobs in the cities ask for advice from people who have always lived in the area (lines 71-75). They meet in one another's houses. People want to be heard, to be taken seriously. It's perhaps very human to care only about what happens in your own backyard and not to give a toss about what goes on over the hill in someone else's backyard (... *si cela se passe de l'autre côté de la colline, ils s'en moquent*, lines 46-48, and *Nous ne sommes pas contre le principe d'une déchetterie, mais on n'en veut pas à 35 mètres de nos maisons!* lines 90-92).

- (b) In what ways does the author make the article more interesting to read? 5

The article begins on an anecdotal note by describing the occasion when a helicopter nearly landed in Gérard Delorme's garden, between his swimming pool and his house. This captures the reader's attention and interest more than starting with facts and figures. We can picture the author talking to Gérard Delorme as another helicopter makes its noisy approach (*Frémissement, vrombissement, tremblement*).

The tone is light-hearted throughout, starting with the title.

Despite the seriousness of the issues involved, there is much humour. The author pokes very gentle fun at the residents, but we feel she is well disposed towards them.

Examples:

- Yvon Garrigaud is described as having an *accent chantant*
- The idea of the path at the bottom of his garden becoming a pedestrian motorway for tourists
- People discussing events in the local baker's or in the village hall
- Residents going round waste disposal plants so that they can be taken seriously and speak with authority when their case comes up
- The founder of the anti-McDonald's group, referring to meetings held in his dining room, as *l'apprentissage de la démocratie* (learning democracy) and the fact that they had to push the tables together to fit everyone in.
- The article ends with the delightful sentence *on balaie devant sa porte, puis on tire le rideau*.

There is a lot of direct speech: the author takes the cases of a number of individuals and tells us their story, often in their own words.

Credit should be given in 5a and 5b for well developed answers and for the candidate's own ideas appropriately backed up with reference to the text. It is not necessary to mention all of the above points to gain full marks in these two questions.

There are pegged marks for questions 5a and 5b: 5, 3 or 0.

These questions require the candidate to display appropriate inferencing skills. Points given above illustrate inferences which are clearly appropriate. Teachers/lecturers should use their own professional judgement on the appropriateness of any other inference drawn by the candidate.

Five marks should be awarded for a clear, concise answer drawing inferences deemed to be clearly appropriate and showing no misreading of the text.

Three marks should be awarded for an answer which, in spite of error or some misreading of the text, offers some evidence of appropriate inferencing skills.

Zero marks should be awarded for an answer which simply supplies information from the text with no attempt to draw inferences.

6. Translation into English

The translation into English is awarded 20 marks. The text for translation will be divided into 10 sense units. Each sense unit is worth 2 marks, which will be awarded according to the quality and accuracy of the translations 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. The total number of marks gained will, where necessary, be converted to a score out of 20.

TRANSLATION

UNIT 1

TEXT	Accept (2)	(1)	Reject (0)
<p>On discute de l'affaire à la boulangerie. On s'échange des dossiers à la salle des fêtes.</p> <p>On discute de l'affaire</p> <p>à la boulangerie</p> <p>On s'échange des dossiers</p> <p>à la salle des fêtes</p>	<p>They discuss the matter at the baker's. They exchange documents in the village hall.</p> <p>The matter/issue/case/affair is discussed People discuss the matter They chat about the matter They discuss the business</p> <p>in the baker's shop/bakery</p> <p>Documents/dossiers/files/papers/folders are exchanged/passed on/passed from one person to another/are swapped</p> <p>At/in the community hall/local hall/party room/events room</p>	<p>The thing/the problem is discussed The affairs... <u>We</u> discuss <u>You</u> discuss One discusses...One exchanges ...discuss about...</p> <p>wrong shop <u>to</u> the bakery</p> <p>The files Cases... Reports...</p> <p>conference hall</p>	<p>They discuss the matter <u>of</u> the bakery...</p> <p>Let's discuss...</p> <p>Documents are changed/altered</p>

UNIT 2

TEXT	Accept (2)	(1)	Reject (0)
<p>Les nouveaux venus, des cadres supérieurs qui ne supportaient plus le stress des villes,</p> <p>Les nouveaux venus</p> <p>des cadres supérieurs</p> <p>qui ne supportaient plus</p> <p>le stress des villes</p>	<p>The incomers, senior managers who could no longer stand the stress of town living,</p> <p>(The) newcomers (The) new arrivals (The) new residents (The) people/those who have newly arrived (The) people who have recently moved into the area/moved in</p> <p>company bosses senior executives top managers/executives</p> <p>top managers top/senior executives</p> <p>who could no longer tolerate/put up with/who couldn't stand... any more/any longer</p> <p>the stress of (the) town/cities the stress(es?) of living in the town /city</p>	<p>The new people that come</p> <p>managers the superior managers</p> <p>who no longer want wrong tense omission of could who couldn't stand any more stress...</p>	<p>the new venues newcomers arrive</p> <p>superior frames/surroundings</p> <p>who didn't support any more who no longer supported</p>

UNIT 3

TEXT	Accept (2)	(1)	Reject (0)
<p>demandent conseil aux retraités qui habitent là depuis toujours.</p> <p>demandent conseil</p> <p>retraités</p> <p>qui habitent là depuis toujours</p>	<p>ask for advice from retired people who have always lived there/ask retired people for advice.</p> <p>(old age) pensioners senior citizens</p> <p>who have lived there forever who have lived there for a long time/all their lives</p>	<p>demand advice ask for a piece of advice ask for counsel</p> <p>The elderly</p> <p>who have lived there since always/since forever</p>	<p>ask the council demand council</p> <p>retirement withdrawals</p> <p>wrong tense for <i>habitent depuis</i></p>

UNIT 4

TEXT	Accept (2)	(1)	Reject (0)
<p>Les riverains veulent être reconnus comme des acteurs à part entière.</p> <p>Les riverains</p> <p>veulent être reconnus</p> <p>comme des acteurs à part entière</p>	<p>The residents want to be acknowledged as having a full say in the matter /as being fully involved.</p> <p>The residents want to be fully consulted/involved</p> <p>The local inhabitants The locals The local residents/people</p> <p>want to be recognised want to be acknowledged</p> <p>as being players/actors in the full sense of the word as being full players as having a full part to play</p>	<p>The citizens</p> <p>want to be known</p> <p>like actors... as full actors like proper actors as full-time actors as actors in their own right</p>	<p>The river dwellers</p>

UNIT 5

TEXT	Accept (2)	(1)	Reject (0)
<p>Ils demandent plus de dialogue, plus de débat, un processus de décision transparent.</p> <p>Ils demandent</p> <p>plus de dialogue</p> <p>plus de débat</p> <p>un processus de décision</p> <p>transparent</p>	<p>They demand more dialogue, more debate and a transparent decision-making process.</p> <p>They ask for They expect</p> <p>more consultation more say/more communication</p> <p>more discussion</p> <p>a decision process</p> <p>(more) open clear</p>	<p>more conversation more speech more talking</p> <p>more debating more debates</p> <p>a process of decision a process of clear, open decision</p>	<p>More <u>than</u> dialogue</p>

UNIT 6

TEXT	Accept (2)	(1)	Reject (0)
<p>Pour être pris au sérieux par le maire ou les entrepreneurs,</p> <p>Pour être pris au sérieux</p> <p>par le maire</p> <p>les entrepreneurs</p>	<p>In order to be taken seriously by the mayor or the developers,</p> <p>To be taken seriously</p> <p>the contractors the businessmen the entrepreneurs the builders</p>	<p>by the town hall</p> <p>the businesses</p>	<p>Any mistranslation of <i>pris au sérieux</i></p>

UNIT 7

TEXT	Accept (2)	(1)	Reject (0)
<p>il faut parler comme un expert et connaître son sujet.</p> <p>il faut ... connaître son sujet</p> <p>parler comme un expert</p>	<p>you've got to speak like an expert and know your subject.</p> <p>it is necessary to ... know your/ one's subject they have to ... know their subject you have to know what you're talking about you must...</p>	<p>spea<u>k</u> as an expert</p>	<p>he has to omission of <i>il faut</i></p> <p>spea<u>k</u> to an expert</p>

UNIT 8

TEXT	Accept (2)	(1)	Reject (0)
<p>«<i>Nous avons organisé des visites dans plusieurs déchetteries de la région,</i>»</p> <p>Nous avons organisé</p> <p>plusieurs</p> <p>déchetteries</p> <p>de la région</p>	<p><i>“We’ve organised visits to several waste disposal plants in the area,”</i></p> <p>We organised</p> <p>a number of</p> <p>rubbish dumps/tips waste disposal centres waste collection plants waste heaps</p> <p>in the surrounding area in the region local in the locality</p>	<p>a lot of many</p> <p>scrap yards/scrap heaps/nuclear plants/waste areas/wastegrounds waste disposals</p> <p><u>of</u> the area regional in the surroundings</p>	<p>we are organising</p> <p>more</p>

UNIT 9

TEXT	Accept (2)	(1)	Reject (0)
<p>raconte Xavier Abadie, président d'un collectif</p> <p>raconte</p> <p>président</p> <p>un collectif</p>	<p>says Xavier Abadie, the president of an association</p> <p>explains recounts so says according to</p> <p>omission of <i>the</i></p> <p>a residents' association a group a protest group</p>	<p>wrong tense tells relates</p> <p>a collective a team</p>	

UNIT 10

TEXT	Accept (2)	(1)	Reject (0)
<p>qui se bat contre l'implantation d'une déchetterie dans les environs.</p> <p>qui se bat</p> <p>l'implantation</p> <p>dans les environs</p>	<p>which is fighting against the construction of a waste disposal plant in the vicinity.</p> <p>who is fighting that is fighting which is struggling fighting</p> <p>the establishment the building the setting up the installation the introduction</p> <p>nearby close by in the (nearby) area in the local area in <u>their</u> surrounding areas</p>	<p>which fights</p> <p>the implantation</p> <p>in the surroundings in the outskirts</p>	<p>which beats</p> <p>the planting the implementation</p> <p>in the environment</p>

[END OF MARKING INSTRUCTIONS]