



2007 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

1. (a) Give details of Alain Faure's adventure, as described in the opening paragraph. 3
- He lost his way, after 60 kilometres/while taking part in a 200 kilometre race/in the American desert (underlined point + any 2 details).
 - It was 40 degrees, he had no more water, so he put on his survival blanket and waited (underlined point + 1 detail).
 - He was found safe and well by (Navajos) Indians.
- (b) What does he tell us about the reactions of his work colleagues to his long-distance running? 2
- His work colleagues discuss /talk about his exploits in the office.
 - They think he's an extraterrestrial/an alien/from another planet.
 - They can't imagine why he wants to run for hours on end.
- ANY 2
- (c) What surprising statistic is mentioned, and what questions does it lead the author to ask? 2
- Senior managers (from hi-tech and finance companies), professional people (solicitors, lawyers and doctors) and industry bosses make up 43.6 percent of marathon runners.
 - This leads the author to ask what it is that makes them run: is it for pleasure, to stretch themselves to the limits or is it a desire for excellence?
2. (a) How does Gérard Bertrand view running? 1
- He sees running as a philosophical quest/search/pursuit/journey/he says you need to have the mind of a philosopher to finish a race.
- (b) How has it helped him
- (i) on a professional level? 1
- Running helped him to cope when he gave up a well-paid job/his job in the bank (three years ago) to set up his own business.
- (ii) on a personal level? 1
- (After competing in the *Marathon des Sables* in southern Morocco) he feels (as if he has climbed three steps and feels) psychologically stronger.

3. (a) **In what ways do some senior managers, such as Eric Schneider, feel that taking part in races benefits their work?** 4
- They are convinced that it is an effective management tool.
 - According to Schneider, it helps them to motivate their work colleagues.
 - If the boss is weak the whole team will be as well.
 - His employees admire him for his effort in running and so work harder if he asks them to make an effort.
- (b) **What link does Paul Najinski see between taking part in races and the world of work?** 1
- Both require training, patience, effort and sacrifices (in order to achieve one's targets).
4. (a) **What other advantage does running bring, according to some senior managers and to Alain Faure? Give details.** 3
- Some executives claim that taking part in races helps you to manage your time.
 - Alain Faure thinks that attaching importance to the time achieved in a race/trying to achieve a personal best in a race is part and parcel of (the privileged classes') striving for excellence.
 - A victory over time is a victory over oneself.
 - It is essential not to waste time in a race or at work.
- ANY 3
- (b) **What points are made by the author in the final paragraph about balancing the different parts of one's life?** 2
- It is not easy to balance work, family, leisure and training.
 - Taking part in races like the marathon requires two to six months' preparation, training 4 or 5 times a week.
- (c) **What do we learn about Marc Dupont's efforts to achieve this balance?** 3
- He did a time management course (at Siemens, where he works, which helped him to balance running and work).
 - He says it's just a question of organisation/He says you always have time for running and for other things.
 - You just have to decide that the thing you are passionate about is the most important activity and plan it into your schedule.

5. Now consider the article as a whole.

From what the author writes and from the examples she gives, does long-distance running seem to be more a drug or a management tool?

7

Alain Faure, whose 'adventure' is described in the opening paragraph of the article, although at work, we are told, he is fairly discreet about his running exploits, is quoted as saying his colleagues think he is an *extraterrestre*. This may suggest he perceives himself as being different and, by implication, superior – both in his running and in his job. In other words, he feels his image at work is in some way enhanced by his taking part in a 200 km race in the American desert. Later on in the article, as we said in our answer to question 4a, he makes the link between running and success in the work place more explicit, when he says, in lines 110-112, that achieving a personal best in a race is part of the 'privileged classes' – by which he presumably means high achievers in the workplace – striving for excellence. Time management is essential in both. Thus, given that competing in races helps you to learn how to manage your time, it can be said to be an effective management tool.

In paragraph 3 the author points to the benefits running can have in combating stress. In a sense, this paragraph brings together the ideas of running as a drug and as a management tool. It is considered by some people to be a kind of therapy (although therapy does not always involve drugs). Yves Maillard the dentist links this idea of therapy to the world of work when he says that running, after a hard day at work, can help him to face up to thoughts he may have had while at work and to deal with these in a more positive way. This is followed and reinforced by the example of Gérard Bertrand, who, when he gave up a well-paid job at the bank to start his own consultancy business, found running marathons helped him through that difficult period in his career.

The idea of running marathons as an effective management tool is made even more explicit by Eric Schneider in the next paragraph. He feels that by taking part in three big races on average every year he is an example (*si le patron est mou, l'équipe sera molle*, lines 70-71) to his employees and helps to motivate them to work hard and to make more of an effort. Like Alain Faure, he clearly feels his image is enhanced by his prowess in races (*mes employés sont très admiratifs de me voir mouiller le maillot*, lines 76 to 77) and turns this to the advantage of the firm, of which he is managing director.

Paul Najinski sees the intensive training necessary to compete in such races as requiring patience, effort and sacrifices. Similar qualities and effort are required at work. All the people mentioned seem driven, and it is clearly suggested that there is a correlation, underlined by Paul Najinski in lines 95-98, between their striving on the running circuit and their striving to reach their targets at work.

The final paragraph returns to the idea of time management. Marc Dupont's training course in time management (presumably focusing on time management in one's job) has also helped him to balance the different strands of his life (including his running), so the benefits can operate in both directions. *Ce n'est qu'une question d'organisation* (lines 125-126) is a typical management response to difficulties. This reinforces the link between the values which drive business and the values behind running difficult races.

It could be noted at this point that all the examples quoted are high-achieving men, perhaps implying that running marathons is a very macho activity...

The idea of running as a drug is, as we have seen, first introduced in paragraph 3 when the physical and mental effect of running on the human brain is described. The brain of the runner is described as being high on oxygen (*dopé à l'oxygène*) and floating on a cloud (*sur un petit nuage*). Although this may not be very accurate scientifically, it is presumably intended to suggest comparison with being high on drugs. There is a suggestion throughout the article that running these long-distance races is a form of addictive or obsessive behaviour. There is a determination to finish and, for most at least, to improve on their personal best, however unpleasant the physical consequences, even if you end up *à quatre pattes dans la boue* (line 80) or *complètement crevé* (line 91). Gérard Bertrand describes it as a *quête philosophique* and says to compete in long-distance races you need a *mental de philosophe*, suggesting perhaps more a personal rather than a professional motivation, although, as we saw, his running had the additional advantage of helping him through a difficult stage in his career, which is in line with Yves Maillard's idea of running as a form of therapy.

So is it more a drug or a management tool? The main focus of the article is obviously the link between competing in marathons and achieving in the work place, but, as the author herself points out in answer to her question *Après quoi courent-ils?*, runners are motivated by a number of different things: pleasure, self-improvement and a desire to achieve excellence (*un peu tout à la fois*). She does however sound a cautionary note and return to the drug theme in the last 2 sentences of the article when she says that training too hard for races can, like a drug, give rise to dependency, in which case you would not be motivated to work at all. This last remark is, however, almost certainly facetious.

The above points are merely suggestions, and credit should be given in this question for well developed answers and for the candidate's own ideas appropriately backed up with reference to the text.

This question will gain marks of 7, 5, 3, 1 or 0...

Pegged Mark Criteria for Question 5 (inferential question)

- A pegged mark must be awarded only after reference to the specific guidance given above.
- A range of performance is available within each of the criteria.
- A mark of zero will be awarded to a performance which offers no appropriate inferencing skills, as outlined in the criteria for the other pegged marks.

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 Marking instructions.
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.

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.

UNIT 1

TEXT	Accept (2)	1	Reject (0)
<p>Un peu tout à la fois, peut-être.</p> <p>Un peu tout</p> <p>à la fois</p>	<p>A mixture of all three perhaps.</p> <p>Maybe a mixture of all three (at the same time)</p> <p>A (little) bit of everything A bit of all of them A bit of each</p> <p>at the same time at once</p>	<p>A bit all A little all</p>	<p>One step at a time... A little all the time... A bit too much all at once...</p> <p>A little much</p> <p>each time at times at the time all the time</p>

UNIT 2

TEXT	Accept (2)	1	Reject (0)
<p>Pour les uns, la course est une véritable thérapie qui irrigue le cerveau,</p> <p>Pour les uns</p> <p>la course est</p> <p>une véritable thérapie</p> <p>irrigue le cerveau</p>	<p>For some (people) running constitutes a real form of therapy which irrigates the brain,</p> <p>running is</p> <p>the race is</p> <p>the run is</p> <p>a real therapy</p> <p>a true form of therapy</p> <p>stimulates the brain</p> <p>clears/cleanses/refreshes the brain</p> <p>awakens the brain</p> <p>invigorates the brain</p> <p>clears the mind</p> <p>unclutters the brain</p> <p>gets the blood pumping to the brain</p>	<p>For them</p> <p>the course is</p> <p>a veritable therapy</p> <p>boosts the brain</p> <p>washes out the brain</p> <p>waters the brain</p>	<p>For the ones</p> <p>For this lot</p> <p>For those (ones)</p>

UNIT 3

TEXT	Accept (2)	1	Reject (0)
<p>terrasse le stress, permet de se dépasser et aide à prendre du recul.</p> <p>terrasse</p> <p>permet de...</p> <p>se dépasser</p> <p>prendre du recul</p>	<p>overcomes stress, allows you/them to stretch yourself/themselves to the limit and helps you/them to get things in perspective.</p> <p>gets the better of/relieves/alleviates/reduces/decreases/lowers brings down (stress levels)</p> <p>allows one ... oneself lets you/them</p> <p>to surpass yourself/themselves to excel to excel oneself to better oneself (allows) self-improvement to push oneself</p> <p>to stand back to take stock to take a step back to get things into perspective</p>	<p>strikes down</p> <p>allows (without you/them...) permits (without you/them...)</p> <p>to go past yourself to go beyond yourself to exceed oneself</p> <p>to take perspective to take retreat to take time out</p>	<p>terrace</p> <p>to relax</p> <p>to wind down</p>

UNIT 4

TEXT	Accept (2)	1	Reject (0)
<p>Son effet vivifiant opère au niveau physique, mais aussi au niveau mental.</p> <p>vivifiant</p> <p>opère</p> <p>au niveau physique</p>	<p>Its invigorating effect operates on a physical, but also on a mental level.</p> <p>Its invigorating effect(s) operate(s) both at the physical and mental level</p> <p>tonic enlivening reviving</p> <p>works functions takes place</p>	<p>lively</p>	<p>introduces...</p> <p>on a new physique</p>

UNIT 5

TEXT	Accept (2)	1	Reject (0)
<p>Pendant que le corps travaille, le cerveau, dopé à l'oxygène, est sur un petit nuage.</p> <p>Pendant que le corps travaille</p> <p>dopé à l'oxygène</p> <p>est sur un petit nuage</p>	<p>While the body works/is working, the brain, high on oxygen, is on a little cloud.</p> <p>As the body works</p> <p>doped with/on oxygen drugged with/on oxygen drugged up on/with oxygen</p> <p>floats on a little cloud is on a small cloud</p>	<p>During the body's workout</p> <p>doped in doped by boosted by</p> <p>floats under a little cloud is on cloud 9 is on a cloud is in the clouds is in a haze</p>	<p>deprived of oxygen</p> <p>is under a (little) cloud</p>

UNIT 6

TEXT	Accept (2)	1	Reject (0)
<p>«<i>La course permet d'examiner ses pensées, assure Yves Maillard, dentiste.</i></p> <p>La course permet</p> <p>examiner ses pensées</p> <p>assure</p> <p>dentiste</p> <p>assure YM dentiste</p>	<p><i>“Running allows you to examine your thoughts, according to Yves Maillard, a dentist.</i></p> <p>Running allows people/one Running helps you/people/one</p> <p>to sort out your thoughts to sort out their thoughts (with ‘people’) investigate your thoughts contemplate your thoughts to think things over</p> <p>says declares/asserts claims/explains</p> <p>who is a dentist</p> <p>according to dentist YM says dentist YM</p>	<p>Running allows you to see what you’re thinking about</p> <p>Running allows/helps (without you/people...if not already penalised in unit 3) allows for (examining...) The running allows</p> <p>allows one to examine their thoughts</p> <p>assures ensures</p>	

UNIT 7

TEXT	Accept (2)	1	Reject (0)
<p><i>Une journée de travail difficile peut entraîner des réflexions</i></p> <p>Une journée de travail difficile</p> <p>entraîner</p> <p>des réflexions</p>	<p><i>A difficult day at work can give rise to thoughts</i></p> <p>A difficult day of work A hard day at work</p> <p>bring on/out lead to generate bring about</p> <p>reflections</p>	<p>One difficult day at work A day of difficult work A day of hard work</p> <p>cause stimulate</p> <p>the thoughts</p>	<p>A journey to work</p> <p>train carry drag</p>

UNIT 8

TEXT	Accept (2)	1	Reject (0)
<p><i>qui vont resurgir au moment de la course.</i></p> <p>qui vont resurgir</p> <p>resurgir</p> <p>au moment de la course</p>	<p><i>which (will) come back while you are running.</i></p> <p>that are going to resurface</p> <p>resurface re-emerge come to the surface again reappear</p> <p>during the race at the time of the race during the run</p>	<p>surge up resurge</p> <p>in the moment of... during the moment... during running</p>	<p>which go to resurface</p> <p>at times in the race the moment you start to run at the start of the race</p>

UNIT 9

TEXT	Accept (2)	1	Reject (0)
<p><i>Pour ma part, j'essaie de les "traiter" de façon positive</i></p> <p>Pour ma part</p> <p>"traiter"</p> <p>de façon positive</p>	<p><i>What I do is (to) try to deal with them in a positive way</i></p> <p>As far as I'm concerned For my part As for me Personally</p> <p>process treat</p> <p>in a positive manner positively</p>	<p>On my part</p>	

UNIT 10

TEXT	Accept (2)	1	Reject (0)
<p><i>en bannissant les sentiments de peur, d'échec, de doute ou d'orgueil.»</i></p> <p>en bannissant</p> <p>les sentiments</p> <p>peur</p> <p>orgueil</p>	<p><i>by banishing feelings of fear, or failure or (self-) doubt or pride.”</i></p> <p>by banishing feelings of fear, of failure, of (self-)doubt or of pride.</p> <p>by eliminating by dismissing by getting rid of by rejecting and banish/dismiss...</p> <p>thoughts all thoughts</p> <p>apprehension</p>	<p>banishing (without by)</p> <p><u>the</u> feelings sentiments</p> <p>arrogance</p>	<p>in/on/while banishing by banning</p> <p>fear of failure</p>

[END OF MARKING INSTRUCTIONS]