



**2008 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.

## 2008 French Advanced Higher

### Reading and Translation

1. (a) Explain exactly what happens when Marc and Sandrine go out to a restaurant together. 2
- It doesn't matter which of them asks for the bill, the waiter always hands it to Marc.
  - And yet it is Sandrine who hands over her credit card/who pays.
- (b) What surprising statistic leads the author to wonder if gender equality has made progress? 1
- (According to a recent survey) one man in three says he dreams of being financially dependent on his partner.
2. (a) Why does Jean-Claude Kaufmann believe that the majority of men are still financially dominant? 5
- There is always a gulf between what people say and what they actually do.
  - Some men still find it hard to accept the idea that they earn less than their wives.
  - Being dependent on their wives robs men of their role as protectors.
  - It affects their masculine identity.
  - It discredits them in the eyes of their peers.
  - For most people money is power, and power is still associated with men.
- (Any five)**
- (b) To what extent are his theories backed up by
- (i) Didier's experience? 2
- When Didier's business failed, he felt its failure as an attack on his virility (according to his wife).
  - He felt humiliated at having to rely on his wife to support the family.
- (ii) Nicolas and Sophie's situation? 3
- When Nicolas (gave up his job as a consultant and) started his own business, he had to plough everything back into the business/re-invest everything.
  - His wife doesn't mind as long as he feels fulfilled.
  - But her parents have difficulty accepting the situation.

3. (a) **What is Eric Valz's attitude to women?** 1
- He does not regard career women as freaks.
  - He thinks women have as much right to be successful as men.
- (Any one)
- (b) **How has he put this into practice in his own life?** 1
- (In 1995) he gave up work to look after the house and his (5) children (and his high-flying wife).
- (c) **How does he feel about the way of life he has chosen, and why?** 1
- He doesn't feel he has sacrificed anything, because the family is the most important thing for him/because he has the way of life he wanted.
- (d) **What is Paul Moreau's attitude to family life, and what consequences has this had for his professional life?** 3
- He has always regarded his family as a priority.
  - He had to abandon his studies and has refused (several) promotions.
  - He has a lower salary, but less stress and more freedom/more time to devote to his family.
4. (a) **How have Karine and Yves organised their family life?** 2
- It's Karine's money against Yves' time.
  - Karine doesn't leave the running of the household entirely to him – there is a cleaner to do the washing up and polish the furniture/do the dusting.
  - But he takes responsibility for the children in the evenings.
- (Any two)
- (b) **Eric Valz is mentioned again at the end of the article. What observation does he make about his role as a house father?** 1
- He feels he has maternal instincts (in his blood), as his favourite occupation is looking after his children (and pampering them).
- (c) **What does he think it is important to do?** 1
- Escape from time to time and do other things (like gardening, reading, watching TV and sport).

5. **Explain the last paragraph (lines 134-137). How appropriate is it as a conclusion to the article? Are men truly ready to give up their dominant role? With close reference to the article as a whole, justify your answer.**

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Literally it means that if you put men in the home and let them simmer, they soon begin to tell women what they're missing. In other words, the last paragraph suggests – albeit humorously – that men are still the dominant sex and that nothing seems to change this (*ils sont incorrigibles*). Even when they take on traditionally female roles like looking after children and the home, they can't help telling women how they should organise their lives. This links to the earlier assertion that power, in most people's eyes, continues to be associated with men (lines 27-28). The conclusion follows on from Eric Valz's comment that the important thing for men who are house fathers is to be able to escape from time to time and his regret that not all women are able to do the same.

The cooking metaphor of letting men simmer for a while in the home is particularly apt in an article that deals with male and female roles and the responsibility for 'tâches ménagères', cooking, along with housework and caring for children, being a role traditionally associated with women. The article thus ends on a humorous note, which is in keeping with the general tone of the article, which is fairly light-hearted, despite the serious issues of gender equality that are raised. The author is poking gentle fun at men, who can't help telling women what to do.

At the end of the first paragraph indeed the author asks the question: has gender equality gained some ground (in the context of women earning more than men and of men dreaming of being financially dependent on their female partners)? The last paragraph would seem in a sense to turn the idea on its head: although men giving up their jobs or refusing promotions to look after their children so that their superwomen wives can concentrate on their careers might suggest that there is a fundamental change in attitudes and that gender equality has made considerable progress, the author may be sounding a note of caution when she says that men are 'incorrigibles'. Moreover, some men mentioned in the article (eg Yves) became either full or part-time house fathers because their wives or partners had greater earning power, while others seem to have done so because they wanted to. Paul Moreau says he could have had a higher salary (along with more stress) if he had concentrated on his career like his wife, but he decided to devote himself to his family rather than his career, while Eric Valz admits that looking after his children is his favourite occupation (provided he still has time for his own hobbies!).

The last paragraph does not really refer back to the initial theme – and indeed the title of the article – which was the growing tendency for women to earn more than their husbands and how different couples and their families dealt with such a situation. Indeed the article moves on from that theme to deal more with general issues of male and female roles within the family unit.

Although ironic in tone and perhaps not to be taken too seriously, the last paragraph could be said to assert the still prevailing association of power with men. Perhaps there is no clear conclusion and no real answer to the question 'la parité aurait-elle fait son chemin?', and the last paragraph would seem to underline this.

**Credit should be given in question 5 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 this question.**

**There are pegged marks for question 5: 7, 5, 3, 1 or 0.**

This question requires the candidate to display appropriate inferencing skills. Points given above illustrate inferences which are clearly appropriate. Markers should use their own professional judgement on the appropriateness of any other inference drawn by the candidate.

**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
<p style="text-align: center;"><b>7</b></p> <p style="text-align: center;"><b>OR</b></p> <p style="text-align: center;"><b>5</b></p>	<p>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.</p>
<p style="text-align: center;"><b>3</b></p> <p style="text-align: center;"><b>OR</b></p> <p style="text-align: center;"><b>1</b></p>	<p>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.</p>
<p style="text-align: center;"><b>0</b></p>	<p>The candidate's answer simply provides information to be found in the text with no attempt to draw inferences.</p>

## **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**

<b>TEXT</b>	<b>Accept (2)</b>	<b>1</b>	<b>Reject (0)</b>
<p><b>En somme, le problème vient peut-être toujours du regard des autres.</b></p> <p>En somme</p> <p>le problème vient</p> <p>toujours</p> <p>du regard des autres</p>	<p><b>In fact, the problem perhaps always stems from other people’s perception(s).</b></p> <p>At the end of the day When all’s said and done Indeed/all in all/on the whole/ In short/after all</p> <p>the problem comes the problem arises from/lies in the problem is the result of</p> <p>what other people think how other people perceive things other people’s attitudes the way other people see you how others see you from the views/opinions/point of view of others</p>	<p>In sum/anyway/in general To sum (it) up/to summarise In total/in conclusion omission of “en somme”</p> <p>comes down to</p> <p>still</p> <p>the look of others other people’s look other people’s thoughts</p>	<p>To continue At the end</p> <p>the problem <u>came</u></p> <p>every day</p> <p>looking at/watching others the looking out of others the regard of others of/with regard to others</p>

**UNIT 2**

TEXT	Accept (2)	1	Reject (0)
<p><b>Pourtant, les revenus ne sont pas le seul indicateur d'une réussite sociale ou personnelle.</b></p> <p>Pourtant</p> <p>les revenus</p> <p>le seul indicateur</p> <p>d'une réussite...</p> <p>ou</p>	<p><b>Yet what you earn is not the only indicator of social or personal success.</b></p> <p>And yet However But Nevertheless Though</p> <p>what people earn salary/salaries earnings income(s) one's/your salary/income</p> <p>the sole indicator the only sign the only/sole measure the only/sole indication</p> <p>of... achievement</p>	<p>all the same</p> <p><u>the</u> incomes revenue(s)</p> <p>of a ... success of success socially and/or personally social <u>and</u> personal</p> <p>and</p>	

**UNIT 3**

TEXT	Accept (2)	1	Reject (0)
<p>«Des gens brillants et très qualifiés peuvent gagner peu,</p> <p>Des gens brillants très qualifiés peu</p>	<p><i>“Brilliant and highly qualified people can earn very little,</i></p> <p>“It’s possible for brilliant and highly qualified people not to earn very much,</p> <p>very clever/very bright highly intelligent outstanding gifted</p> <p>very qualified (very) well qualified have good qualifications</p> <p>little</p>	<p>omission of ‘can’/it’s possible</p> <p><u>the</u> people</p> <p>clever/bright great who are doing well</p> <p>highly skilled</p> <p>a little less</p>	

**UNIT 4**

TEXT	Accept (2)	1	Reject (0)
<p><i>parce qu'ils travaillent dans un secteur non rémunérateur»,</i></p> <p>un secteur non-rémunérateur</p>	<p><i>because they work in a sector that is not well paid»,</i></p> <p>a low-pay sector            a sector where the pay is low            a sector which doesn't pay (very) (well)            a badly paid sector            a non-lucrative sector            a field where the pay is low            a non-remunerative sector            a low-paying sector            a financially unrewarding sector</p>	<p>because their area of expertise doesn't pay well</p> <p>a non-profitable sector            a less wealthy sector            an unlucrative sector            an <u>area</u> that is not lucrative            a non-lucrative <u>industry</u>            a non-lucrative occupation/job/profession            a non-paying sector</p>	<p>a sector that is not rewarding            a lucrative sector            a non-lucrative district            non-paying</p>

**UNIT 5**

TEXT	Accept (2)	1	Reject (0)
<p><b>rappelle Nadine, cadre dirigeant d'une compagnie d'assurances.</b></p> <p>rappelle Nadine</p> <p>cadre dirigeant</p>	<p><b>according to Nadine, a top executive with an insurance company.</b></p> <p>Nadine, a top executive with an insurance company, reminds <u>us</u>.</p> <p>says Nadine</p> <p>a senior manager a senior executive a senior director omission of 'a'</p>	<p>recalls/relates/recounts/reminds/quotes/tells Nadine</p> <p>a manager     <u>THE</u> a leader a leading boss a superior director the managing/head director</p>	<p>Frame</p>

**UNIT 6**

TEXT	Accept (2)	1	Reject (0)
<p>«<i>Ce qui compte, ce n'est pas l'argent, mais comment on le gagne,</i>» ajoute Paul, son époux.</p> <p>Ce qui compte</p> <p>ce n'est pas</p> <p>l'argent</p> <p>comment on le gagne</p> <p>ajoute Paul</p> <p>son époux</p>	<p><i>“What is important is not what you earn, but how you earn it,” adds Paul, her husband.</i></p> <p>The thing that is important The important thing is What matters What counts The thing that counts</p> <p>(the) money</p> <p>how one earns it how it is earned how people earn it the way you earn it</p> <p>her spouse</p>	<p>That which counts</p> <p><u>it</u> is not</p> <p><b>watch tense</b> <u>says</u> Paul <u>added</u> Paul</p> <p>her boyfriend/partner</p>	<p>Taken into account</p> <p>how much you earn</p>

**UNIT 7**

TEXT	Accept (2)	1	Reject (0)
<p><b>Paradoxalement, ce sont peut-être les femmes qui, dans ces nouveaux couples,</b></p> <p>Paradoxalement</p> <p>ce sont</p> <p>les femmes</p> <p>ces nouveaux couples</p>	<p><b>Paradoxically, it is perhaps the women in these new-style couples who,</b></p> <p>Paradoxically, it is perhaps the women who, in these new-style couples,</p> <p>Ironically Seems</p> <p>the wives the female partners women (without 'the')</p> <p>these new couples these new types of couple these new relationships these modern-age partnerships</p>	<p>it is more likely</p> <p>Paradoxally In paradox Inversely Contrastingly On the contrary</p> <p>omission of 'these' this new couple new couples (without 'these') these up-to-date couples this new form of couple marriages</p>	<p>there is/are</p> <p>there are</p> <p>a new relationship new age</p>

**UNIT 8**

TEXT	Accept (2)	1	Reject (0)
<p><b>attachent le plus d'importance à l'argent, gage de leur indépendance.</b></p> <p>attachent le plus d'importance</p> <p>gage de leur indépendance</p>	<p><b>attach the greatest importance to money, which is a sign of their independence.</b></p> <p>attach (the) most importance care the most about believe (money) is of the utmost importance</p> <p>which guarantees their independence <u>because</u> it is a sign of their independence (a/the) proof of their independence a measure of their independence which proves their independence which is evidence of their independence which for them means independence as a token of/as security <u>for</u> their independence guaranteeing their independence</p>	<p>attach <u>more</u> importance</p> <p>believe (money) is extremely important</p> <p>a gauge of their independence as security <u>of</u> their independence the token of their independence to secure which guarantees their <u>freedom</u></p>	<p>tie up ....</p> <p>forfeit of their independence gauged by their independence earning/winning their independence betting their independence secure in their independence</p>

**UNIT 9**

TEXT	Accept (2)	1	Reject (0)
<p><b>Certains hommes vivent moins bien le différentiel de salaire que d'autres.</b></p> <p>Certains hommes vivent moins bien</p> <p>le différentiel de salaire</p>	<p><b>Some men are less at home with the salary differential than others.</b></p> <p>Certain men</p> <p>can live less easily with are less comfortable with are less accepting of cope less well/worse with take less well to handle less well mind more about</p> <p>a salary differential salary differential(s) salary difference(s) differentials/differences in salary/earnings a/the salary gap</p>	<p>live less well endure worse are more concerned about experience worse</p> <p>differential salaries</p>	<p>Some men live less well on differential salaries than the others.</p> <p>mind less about</p> <p>have a smaller salary differential live worse off live (less well) <u>on</u> live through</p>

**UNIT 10**

TEXT	Accept (2)	1	Reject (0)
<p><b>Tout dépend en fait du contrat que le couple passe au départ.</b></p> <p>Tout dépend</p> <p>en fait</p> <p>du contrat que le couple passe</p> <p>au départ</p>	<p><b>In fact, it all depends on what the couple have agreed (to) at the outset.</b></p> <p>All depends Everything depends Everything is dependent Everything hangs</p> <p>really</p> <p>on the contract that the couple agree(s) to/on on the contract (that) the couple make(s)/made/draw(s) up/set(s) up on the agreement the couple arrive(s) at/enter(s) into on the understanding the couple have on the agreement between the couple</p> <p>at the beginning at the start/from the start in the first place</p>	<p>omission of ‘<u>in fact</u>’</p> <p>omission of ‘in fact’</p> <p>that the couple pass that the couple sign(s) that the couple create(s) that the couple set(s) down signed</p> <p>at the departure before they start at first</p>	<p>the couple went by</p> <p>when they depart when they leave when they split before they separate for leaving on departure</p>

[END OF MARKING INSTRUCTIONS]