



**2010 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 SQA. By that date all marked scripts, Mark Sheets and Reports should be returned to SQA.

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.

<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.

## 2010 French Advanced Higher

### Reading and Translation

1. (a) **The opening paragraph describes a sea of rubbish floating on the surface of the water. Where has this rubbish come from, and what causes it to accumulate in this and other similar sites around the world?** 2
- It is rubbish thrown overboard from ships, thrown from a harbour (jetty)/from ports or left on a beach
  - A vast current/whirlwind/swirl of hot air creates an aquatic/ocean crater/crater in the ocean which sucks in rubbish/acts like a vacuum cleaner/a Hoover.
- (b) **Give full details of the consequences of mass tourism for two famous South American destinations.** 4
- The Galapagos Islands have just been moved from the list of UNESCO World Heritage Sites to the list of Endangered Heritage Sites.
  - Machu Picchu could soon also join that list.
  - (As a result of the 2,500 tourists who flock there every day) part of the tropical rain forest has already been cut down (to make way) for – roads, hotels and shops (any two).
  - This deforestation causes (soil) erosion and landslides.
2. (a) **What are we told about marine safaris in France, and what could be their impact on marine life there?** 2
- There are more than 23 firms in France that specialise in taking visitors (out) to view dolphins and whales.
  - This could lead to abnormal behaviour among these marine mammals/causes the mammals' behaviour to become unsettled/causes the mammals to become unstable/risks unsettling the mammals/affects the (normal) behaviour of the mammals.
- (b) **What example elsewhere in the world is quoted to illustrate the possible consequences for marine life?** 1
- At the mouth of/In the Saint Lawrence in Quebec the constant noise of ships'/boats' engines forces the whales to sing louder (and louder)/make a louder noise in order to communicate.
- (c) **What has the mayor of Saint-Gervais been trying to do to protect Mont Blanc, and what has prompted him to do this?** 3
- He has been fighting to make it compulsory to obtain a permit/for a permit to be introduced/established/imposed to climb Mont Blanc.
  - Mont Blanc has become the third most visited natural site in France/30,000 people climb/go up Mont Blanc every year.
  - As a result the summit is in a sorry state at the end of the season.

- (d) **What is the good news regarding this mountain range?** 2
- One of the glaciers usually stained yellow with the urine of campers should soon become white again.
  - Thanks to the (dry) toilets that have (just) been installed for campers (at the Tête-Rousse refuge).
3. (a) **What measures have some travel agents taken to become more environmentally responsible?** 1
- They/15 travel agents have got together to form a responsible tourism association (*Agir pour un tourisme responsable*).
- (b) **Two specific travel agents *Voyageurs du monde* and *Nouvelles Frontières* are mentioned. Give full details of how each is responding to the trend towards responsible tourism.** 4
- *Voyageurs du monde* offers its customers ecolodges/environmentally friendly accommodation at some of its destinations.
  - It also encourages its customers to offset the greenhouse gases produced by their journey/their travelling by making a donation to an organisation that replants trees/finances clean energy projects.
  - *Nouvelles Frontières* are trying to make their buildings ‘greener’ by recycling paper and reusing water.
  - They are trying to make their customers more aware of the environment by explaining why sheets/towels are not changed daily.
4. (a) **What has a recent survey revealed about the travelling public’s willingness to become ‘ecoconsumers’?** 3
- 86% of people questioned said they were willing to behave in an environmentally friendly way/as ecoconsumers at their holiday destination.
  - Two thirds said they would favour a destination that was acting in the interests of the environment.
  - The same percentage/As many said they would gladly opt for a less polluting mode of transport.
  - More than half would be willing to pay an ecotax/to choose accommodation that had an ecolabel.
- (3 from 4)
- (b) **How can guests in some luxury hotels in Thailand make a personal contribution to the protection of the environment?** 1
- They give their visitors the option of offsetting the pollution caused by their flight/ journey by volunteering to clean up the beach/by replanting the mangrove.

5. Now consider the article as a whole. Do you think it paints a totally bleak picture of the impact that our love of travel has on the environment? Justify your answer with close reference to the text.

7

Although the article devotes paragraphs 7 and 8 to the upside of the picture, the catalogue of damage in paragraphs 1 to 6 is clearly preponderant. The title itself points to a pretty bleak situation with its startling assertion that our planet is “sick” as a result of tourism. The opening paragraph then presents us with a dramatic and alarming description of holidaymakers’ rubbish being sucked into huge craters in the ocean, while also showing the universality of the problem, the phenomenon described being replicated in six other places around the globe. The first two lines of paragraph two present the grim truth with the bald and staccato statements: *Les vacances salissent. Dégradent. Perturbent.*

The universality of the problem is underlined throughout the article. In lines 25 to 26 we are informed this pollution *n’épargne aucun recoin de la planète*, and indeed North and South America, Europe, North Africa and Asia are all mentioned. Moreover, the article catalogues damage to the sea, to sites of cultural and scientific importance, to forests, marine mammals, mountains and coasts before moving on to desertification, water wastage and energy consumption. In other words, it covers all human activity’s irreversible effects on the planet.

The statistics too are startling: 1 billion people going on holiday each year *pour leur plaisir* (lines 20-21); covering on average 1,900 km each; 5% of the global emissions of greenhouse gases produced, which may not seem very much, but, resulting as they do from purely pleasurable (and arguably non-essential) human activities, is quite a lot; 2,500 tourists a day visiting Machu Picchu; 23 companies in France alone specialising in marine safaris; 30,000 people a year climbing Mont Blanc; 58 planning applications for new golf courses in one country, Spain (which doesn’t get much rain), in one year, when there are already 300 in existence.

Juxtaposed with this catalogue of damage the ‘compensations’ of the last two paragraphs look fairly insignificant, as did the installation of dry toilets on Mont Blanc (the only *bonne nouvelle* emanating from the famous mountain range). They are coping with the damage, at best minimizing it, but not removing the causes. Travel companies may simply be cashing in on people’s guilt about the ecological damage brought about by their leisure activities, and there is a suggestion that progress may be slow: *On essaie petit à petit de rendre nos bâtiments plus écologiques*, according to Birgit Kotzan of *Nouvelles Frontières*. The recent survey showing holidaymakers are prepared – or at least say they are prepared (*se déclarent prêtes à adopter un comportement d’«écoconsommateur»*; *les deux tiers disent privilégier une destination agissant en faveur de l’environnement*) – to make sacrifices in the interests of the environment may sound a more positive note, but a few well-meaning people who can afford to stay in luxury hotels in Thailand and who volunteer to clean up the beach or to replant the mangrove hardly outweigh the widespread damage described in the previous paragraphs. The slightly mocking figure of speech *histoire de nettoyer leur conscience en même temps que la plage* with which the article ends and the exclamation mark suggest the author does not really invest much hope in or take very seriously these inadequate measures that allow a few well-heeled, well-intentioned people to prove their ecological credentials and ease their ecological consciences.

**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. It is not necessary to mention all of them to gain full marks in this question. Markers should use their own professional judgement on the appropriateness of any other inference drawn by the candidate, backed up with reference to the text. Credit should be given for well-developed answers.**

**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.

<b>Pegged Marks</b>	<b>Criteria</b>
<b>7</b> <b>OR</b> <b>5</b>	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.
<b>3</b> <b>OR</b> <b>1</b>	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.
<b>0</b>	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.

**Please also refer to Marking Criteria P3.**

**TRANSLATION**

**UNIT 1**

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
<p><b>Mais le problème majeur, c'est l'eau. Partout où la désertification gagne du terrain,</b></p> <p>majeur</p> <p>l'eau</p> <p>Partout où</p> <p>la désertification</p> <p>gagne du terrain</p>	<p><b>But the main problem is water. Wherever desertification is gaining ground,</b></p> <p>biggest major</p> <p>Everywhere that Everywhere where Everywhere (desertification is gaining ground) [not followed by 'and']</p> <p>gains ground gains some ground is increasing/increases advances/is advancing is spreading</p>	<p>But the major problem, <b>it</b> is water</p> <p><u>the</u> water</p> <p>Throughout where All over where Everywhere (desertification is gaining ground) AND...</p> <p><u>the</u> desertification (if not penalised above)</p> <p>is gaining land takes (the) land has gained land/ground</p>	<p>depopulation</p> <p>earns (more) land/ground wins the ground rules the land overcomes (the) land</p>

**UNIT 2**

TEXT	Accept (2)	(1)	Reject (0)
<p><b>golfs et piscines surgissent des sols desséchés par le soleil.</b></p> <p>golfs</p> <p>surgissent</p> <p>des sols desséchés par le soleil</p>	<p><b>golf courses and swimming pools are springing up out of the parched land.</b></p> <p>spring up/shoot up/are shooting up appear/are appearing (suddenly) crop up (followed by 'on')</p> <p>from/on land(s)/soil/earth/ground parched by the sun from land dried <u>out</u> by the sun in land ...</p>	<p>golfs golf fields</p> <p>(suddenly) arise crop up <u>out of</u></p> <p>from soils... from the grounds... ... dried by the sun</p>	<p>suddenly are dried up due to the sun show the soil...</p> <p>from the floor...</p>

**UNIT 3**

TEXT	Accept (2)	(1)	Reject (0)
<p><b>En Espagne, 58 permis de construire ont été donnés en 2005 pour installer de nouveaux greens,</b></p> <p>permis de construire</p> <p>ont été donnés</p> <p>pour installer</p> <p>greens</p>	<p><b>In Spain 58 planning applications were granted in 2005 for the construction of new golf courses,</b></p> <p>building permits/warrants/licences construction permits... planning/building permission (was given)</p> <p>were given were agreed were issued were given out</p> <p>for the installation of to install to set up to establish to create for (the) installing/setting up (of)</p> <p>greens</p>	<p>In Spain 58 golf courses have been given permission to install new greens</p> <p>permits to construct building permissions licences of construction</p> <p>were allowed <b>have been</b> given/granted... were taken <b>have been</b> given out</p> <p>to make to put in</p>	<p>driving licences</p> <p>for new grass to be put in</p> <p>green spaces</p>

**UNIT 4**

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
<p><b>qui viendront s'ajouter aux 300 parcours de golf déjà existants.</b></p> <p>qui viendront s'ajouter</p> <p>déjà existants</p>	<p><b>in addition to the 300 that are already there/that already exist.</b></p> <p>which will be added to which will join which will add to to add to</p> <p>already in existence already existing which existed previously already in use</p>	<p>which will come to be added to which will add themselves to which will come to add to that would add</p> <p>the already existant ones</p>	<p>which came...</p>

**UNIT 5**

TEXT	Accept (2)	(1)	Reject (0)
<p><b>Et, même s'il ne fréquente pas les 18-trous, le touriste réclame souvent beaucoup d'eau,</b></p> <p>s'il ne fréquente pas les 18-trous</p> <p>réclame</p>	<p><b>And even those tourists who don't play golf often require a lot of water,</b></p> <p><b>And even if he doesn't play golf, the tourist often requires a lot of water,</b></p> <p>if he doesn't frequent the golf course(s) the 18 holes if he doesn't do/play his 18 holes if <b>they</b> don't... (followed by <b>tourists</b>) if he doesn't go to the golf course if he doesn't visit the golf course if he doesn't hang out on the golf course</p> <p>demands needs uses</p>	<p>if he doesn't frequently/often play golf if he doesn't use the 18-holes if the 18 holes are not frequented if he doesn't hang about the golf course</p> <p>asks for calls for requests</p>	<p>if the 18 hole is not common even if you do nothing with the 18 holes if no one goes to the 18 holes if he doesn't complete the 18 holes if he doesn't frequent all 18 holes</p> <p>claims complains reclaims used/demanded</p>

**UNIT 6**

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
<b>en prenant par exemple deux douches par jour.</b>  en prenant  par exemple	<b>by taking two showers a day for example.</b>  when he/they take(s) by having taking  for instance	in taking for taking and take	while taking on taking

**UNIT 7**

TEXT	Accept (2)	(1)	Reject (0)
<p><b>En France, certaines municipalités, pour alimenter les touristes en eau douce,</b></p> <p>certaines</p> <p>municipalités</p> <p>alimenter</p> <p>eau douce</p>	<p><b>In France, some councils, in order to supply fresh water to tourists/ supply tourists with fresh water,</b></p> <p>certain</p> <p>districts</p> <p>local authorities</p> <p>towns</p> <p>municipalities</p> <p>town halls</p> <p>provide (with)</p> <p>clean water</p> <p>drinking water</p> <p>pure water</p> <p>salt-free water</p>	<p>... for safe water to nourish the tourists</p> <p>areas</p> <p>regions</p> <p>places</p> <p>communities</p> <p>feed</p> <p>nourish</p> <p>soft water</p> <p>sweet water</p>	<p>...to cater for tourists who need a lot of water</p> <p>shower water</p>

**UNIT 8**

TEXT	Accept (2)	(1)	Reject (0)
<p><b>ont dû construire des usines qui dessalent l'eau de mer.</b></p> <p>ont dû construire</p> <p>des usines</p> <p>qui dessalent l'eau de mer</p>	<p><b>have had to build sea water desalination plants.</b></p> <p>had to build/construct</p> <p>factories some factories</p> <p>which desalinate sea water which remove the salt from sea water which take the salt out of sea water to desalinate sea water that de-salt sea water that extract <u>the</u> salt from sea water which purify salt water/sea water</p>	<p>constructed/have constructed (without 'had to')</p> <p>machines units facilities</p> <p>which clean sea water which de-salted the sea which distil sea water which extract salt from sea water</p>	<p>have to build/construct</p> <p>which salinate sea water</p>

**UNIT 9**

TEXT	Accept (2)	(1)	Reject (0)
<p><b>L'Espagne et le Maroc s'équipent d'unités similaires, pour fournir de l'eau</b></p> <p>s'équipent d'unités similaires</p> <p>s'équipent</p> <p>unités</p> <p>pour fournir de l'eau</p>	<p><b>Spain and Morocco are constructing similar facilities, to supply water</b></p> <p>are building are equipping themselves with are acquiring are getting</p> <p>units plants</p> <p>to provide water (for) to furnish (the large hotel complexes...) with</p>	<p>Spain and Morocco are equipping similar units...</p> <p>equip themselves/build/construct have are equipped with are kitted out with</p> <p>unities</p> <p>to offer water</p>	<p>Spain and Morocco <b>have equipped</b> similar units...</p> <p>are similarly united...</p> <p>have equipped themselves with</p> <p>to purify water</p>

**UNIT 10**

TEXT	Accept (2)	(1)	Reject (0)
<p><b>aux grands complexes hôteliers qui fleurissent sur leurs côtes sèches.</b></p> <p>aux grands complexes hôteliers</p> <p>qui fleurissent</p> <p>sur leurs côtes sèches</p>	<p><b>to the large hotel complexes which proliferate along their dry coastlines.</b></p> <p>to large hotel complexes (without 'the')</p> <p>to (the) big hotel resorts</p> <p>to (the) big resort hotels</p> <p>which are proliferating</p> <p>which thrive/are thriving</p> <p>which are springing up</p> <p>which are flourishing</p> <p>that blossom/are blossoming</p> <p>on their dry coasts</p> <p>on their parched coasts</p> <p>on their parched shores</p>	<p>to the big hotels</p> <p>to the great hotel compexes</p> <p>to the big fancy hotels</p> <p>that crowd (their dry coasts)</p> <p>which prosper</p> <p>that bloom/are blooming</p> <p>at their dry coasts</p> <p>omission of 'their'</p> <p><b>from</b> their dry coasts</p> <p>on their dry beaches</p>	<p>to the big complex hotel keepers</p> <p>which flow on</p> <p>on their dry side</p> <p>in the dry areas</p> <p>under their dry coasts</p>

[END OF MARKING INSTRUCTIONS]