



National
Qualifications
2016

2016 French Reading and Translation

Advanced Higher

Finalised Marking Instructions

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General Marking Principles for Advanced 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 23 marks) in Section 1 requires candidates to provide answers based on comprehension of information from the text. The marks available for each question generally range between 1-4 marks.
 - (ii) The last question in Section 1 is the overall purpose question. For this question candidates must draw meaning from their overall understanding of the text. There is a maximum of 7 marks available for full reference to the text and detailed comment. Pegged marks of 5/3/1 are given for degrees of reference to the text and comment. 0 marks will be given where candidates show little or no inferential skills or understanding of the overall purpose of the text.
 - (iii) Section 2 is the translation question (worth 20 marks). For this question candidates must translate the underlined section of the text. The section for translation will be divided into 10 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.

Detailed Marking Instructions for each Question
Section 1 - Reading

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
1.		<ul style="list-style-type: none"> • They are both 93 <u>and</u> their witnesses are <u>80</u> and <u>88</u> • Roger <u>drove</u> the car • <u>he</u> was <u>as</u> happy <u>as</u> a kid (idea of comparison) • they went (to a restaurant) to <u>celebrate/party/mark the occasion</u> with a glass of champagne 	4	He was happy as a child/they were
2.	(a)	<ul style="list-style-type: none"> • The proportion of those <u>100 years</u> (or more) is (the highest in Europe/continues to rise) <u>200</u> in 1950 and <u>15000</u> in 2015 • <u>Life expectancy</u> has increased (spectacularly), 67 in 1950 and 80 in 2015 	2	
	(b)	<ul style="list-style-type: none"> • It has improved <u>considerably in the last 30 years</u> • People (often) remain independent/autonomous/self-reliant <u>and</u> in good health (into older age) 	2	

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
3.	(a)	<ul style="list-style-type: none"> • <u>More and more</u> of them are (completely) isolated/lonely/cut-off/solitary/alone 	1	
	(b)	<ul style="list-style-type: none"> • It's a worrying trend/frightening progression • A time-bomb 	2	Progress/process
4.	(a)	<ul style="list-style-type: none"> • Lots of older people chatted/socialised (at least) <u>once a week/weekly</u> • With their caretaker, baker or neighbour (2 examples out of 3) 	2	
	(b)	<ul style="list-style-type: none"> • The fact that <u>opportunities for social interaction</u> have disappeared/are disappearing, for instance, caretaker has retired/baker closed shop /friendly neighbour moved away (two examples needed) • individuals looking out for them/taking care of them/keeping an eye on them/carers/have disappeared/are disappearing/have gone 	2	
5.		<ul style="list-style-type: none"> • open activity centres for <u>those who are mobile</u> • go to see/call on/visit/knock on the door of those <u>who are housebound/cannot leave their homes</u> • to give them a hand/to help them out 	3	

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
6.		<ul style="list-style-type: none"> • he has between <u>800 and 900</u> friends (online) <u>from all over the world</u> • he spends a huge amount of time on his computer • he sleeps 5 hours per night, turns on his computer at 6am and it stays on till midnight 	3	
7.		<ul style="list-style-type: none"> • (using social networking is) more stimulating than <u>reading</u> or <u>doing crosswords</u> • for those with mobility issues, Facebook is a way of keeping in touch with the (outside) world 	2	

Question		Expected Answer(s)	Max Mark	Additional Guidance									
8.		<ul style="list-style-type: none"> The purpose of the writer is to inform about the substantial changes being experienced by older people in France and to show these in a positive light. An association is made between living better and in good health with greater longevity. The couple who married at 93 is depicted in a very positive way: they are in love, the husband is "joyeux comme un gamin", and the comment "il n'y a pas d'âge pour être heureux" indicates that you don't have to be young to experience love and be happy. The apparently oxymoronic term "vieux jeunes" suggests that you can reach a great age but still behave and feel like a young person with a great future. The journalist also states that being independent and in good health is the norm and not the exception. The journalist uses statistics, quoted by a scientific expert on longevity, to give weight to his argument that old people are remaining young in their mental and physical states. Once again an oxymoron is used to convey this idea: "l'être humain se meurt vieux en restant jeune." Statistics and an expert in this field, Francis Charhon, are used to lend weight to the argument that isolation can be a real problem for the elderly. 	7	<table border="1"> <thead> <tr> <th>Pegged Marks</th> <th>Criteria</th> </tr> </thead> <tbody> <tr> <td>7 OR 5</td> <td>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 Expected answers column, or any other equally appropriate response.</td> </tr> <tr> <td>3 OR 1</td> <td>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.</td> </tr> <tr> <td>0</td> <td>The candidate's answer simply provides information to be found in the text with no attempt to draw inferences.</td> </tr> </tbody> </table>		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 Expected answers column, or any other equally appropriate response.	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.
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Question	Expected Answer(s)	Max Mark	Additional Guidance
	<ul style="list-style-type: none"> • However, this negative aspect of old age is quickly redressed by the description of the positive impact of social media and Facebook. Quoting the concrete example of the elderly individual Paul Thielen's experience of Facebook is very effective. The psychiatrist Roland Jouvent's comments on the entirely positive influence of social media in eradicating isolation and the statistics showing the number of elderly people using Facebook lend further weight to the positive depiction of old age in France. • The conclusion is entirely upbeat - these retired people are "retraités internautes" - this expression has overwhelmingly positive connotations as it suggests being up-to-date and trendy. • The leitmotif of the oxymoron "vieillir jeune" carries through to the conclusion with the journalist's wish to convey that you can be young at heart even though you are old in years. • The conclusion is positive as the journalist exhorts us to follow the example of the elderly couple who have married and who exemplify the message that we must love life: "Il faut aimer la vie." 		

Section 2 - Translation

Question	Expected Answer(s)	Max Mark	Additional Guidance
9.	Pourtant, cette . . . notre longévité”.	20	<p>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.</p> <p>2 - Good: Essential information and relevant details are understood and conveyed clearly and accurately, with appropriate use of English</p> <p>1 - Satisfactory: 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>0 - Unsatisfactory: The candidate fails to demonstrate sufficient understanding of the essential information.</p>

Text	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
Unit 1 Pourtant, cette tendance démographique soulève de nouvelles questions,	However/nevertheless/yet this demographic trend raises/brings about (some) new questions,	Omission of <i>pourtant</i> tendency brings/has raised	evolution lifts/arises
Unit 2 et de nouvelles angoisses:	And (some) new fears/concerns/worries	Stress/stresses	Distress/distresses Anguish/anguishes

Text	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
<p>Unit 3</p> <p>vivre longtemps, certes, mais dans quel état et à quel prix ?</p>	<p>to live/living for a long time/ longer, certainly/of course/indeed/ admittedly, but in what state/condition and at what cost/price?</p>	<p>Live</p> <p>Omission of <i>certes</i></p> <p>which</p>	<p>In what circumstances Prize</p>
<p>Unit 4</p> <p>Le Dr Frédéric Saldmann, spécialiste de la longévité</p>	<p>Dr F Saldmann, (a) specialist/expert in longevity / living longer / long living / long life</p>	<p>The of prolonged living/old age / life expectancy</p>	
<p>Unit 5</p> <p>est l'auteur d'un livre au succès retentissant:</p>	<p>Is the author of a bestselling book / a book which is/was a resounding success:</p>	<p>Omission of book Impact</p>	<p>Reverberating/echoing</p>
<p>Unit 6</p> <p><i>Le Meilleur Médicament, c'est vous!</i></p>	<p>"You are the Best Medicine!" / "The best medicine is you!"</p>	<p>"The best medicine/ treatment/drug, it's you!"</p>	<p>Better Us</p>

Text	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
<p>Unit 7</p> <p>L'auteur y affirme</p> <p>que l'être humain de notre époque</p>	<p>The writer states/claims/ maintains/declares/asserts here/in it/in the book</p> <p>that the modern human being/ the human being(s) of our generation/times/era/age</p>	<p>affirms/confirms omission of y</p> <p>in our age</p>	<p>ensures</p> <p>To be/being human</p>
<p>Unit 8</p> <p>meurt vieux en restant jeune.</p>	<p>dies old whilst remaining young dies old (,) remaining young you/we die...</p>	<p>die (not matching subject) dies old and/but remains young</p>	<p>By/in remaining young</p>
<p><i>Unit 9</i></p> <p>Et il assure,</p> <p>chiffres à l'appui,</p> <p>que nous avons tous,</p>	<p>(And) he claims/states/ maintains/asserts/declares/ Guarantees,</p> <p>with numbers/figures to back him up/supported by,</p> <p>that we all have,</p>	<p>Confirms/assures/is sure/is certain</p> <p>Omission of all</p>	<p>Insures/ensures/reassures</p> <p>figures to support</p> <p>everything</p>

Text	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
<p><i>Unit 10</i></p> <p><i>entre nos mains,</i></p> <p><i>les clefs de notre longévité”.</i></p>	<p>in our (own) hands,</p> <p>the key to longevity/long/ longer life/living.</p>	<p>Between our hands</p> <p>keys</p> <p>Prolonged life/our long life /life expectancy (not if repeated error)</p>	

[END OF MARKING INSTRUCTIONS]



National
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2016 French Listening and Discursive Writing

Advanced Higher

Finalised Marking Instructions

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General Marking Principles for Advanced Higher French Listening

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 and the answers for each question must come from the Item.
- (e) The marks available in this Paper are as follows:
 - (i) The first set of questions from Item 1 (worth 9 marks) and all questions from Item 2 require candidates to provide answers based on comprehension of information from the passage. The marks available for each question generally range between 1-3 marks.
 - (ii) The last question from Item 1 is the overall purpose question worth 1 mark. This is always a supported question. In this paper three answer options are given. The candidate writes their chosen option in the answer booklet. Where a candidate writes two or all three options award zero marks.
- (f) For questions that ask candidates to 'state' or 'give', candidates must give a brief, accurate response/name.
- (g) The Marking Instructions indicate the essential idea that a candidate should provide for each answer. 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.

Detailed Marking Instructions for each Question - Listening

Item 1

Question		Expected Answer (s)	Max Mark	Unacceptable answers
1.	(a)	<ul style="list-style-type: none"> In France unemployment has <u>increased</u>/is at record level and in Britain it continues to <u>go down</u> In France unemployment is at <u>11%</u>, in Britain it is at <u>7%</u> (both figures accurate) OR There is a difference of 4% between Britain and France it's higher in France/lower in Britain (only if difference has been calculated by candidate) 	2	Increased by 11%/decreased by 7%
	(b)	<ul style="list-style-type: none"> The job market has become <u>very/highly/extremely/more/really</u> competitive in France/job seekers must show (potential) employers that they have <u>exceptional</u> qualities 	1	
	(c)	<ul style="list-style-type: none"> Degrees/diplomas/<u>university</u> qualifications are less important today than in the past The baccalauréat still counts/is still valued as it guarantees a basic/minimum level of knowledge 	2	Ignore wrong percentage The baccalaureat is essential

Question		Expected Answer (s)	Max Mark	Unacceptable answers
	(d)	<ul style="list-style-type: none"> • General <u>and</u> transferable skills • Organisational skills/good communication/employee flexibility/ability to adapt to change/adaptability 	2	Flexibility of work hours
	(e)	<ul style="list-style-type: none"> • To define basic/essential skills/qualities needed • create <u>selection</u> questionnaires • To find the perfect/ideal candidate <p>(Any two of three)</p>	2	Competencies
	(f)	2 - To inform people about changes in the job market	1	

Item 2

Question		Expected Answer (s)	Max Mark	Unacceptable answers
2.	(a)	<ul style="list-style-type: none"> • Their parents spent their entire life in the same job • In the past, to get a <u>well-paid/good job</u> you had to have the baccalauréat/to have studied/been at university (for a long time) 	2	
	(b)	(i) <ul style="list-style-type: none"> • People who have had a successful <u>career/a good job</u> without having a degree/going to university 	1	Get jobs/a job/realise their career Qualifications/baccalaureat
		(ii) <ul style="list-style-type: none"> • Like this famous chef who revolutionised school meals • This businessman who created a multinational company just with his personal skills <p>(Any 1 from 2)</p>	1	Cooking/culinary school multicultural enterprise

Question		Expected Answer (s)	Max Mark	Unacceptable answers
	(c)	<ul style="list-style-type: none"> • General skills/competence • Like speaking a foreign language <u>and</u> IT/computer skills/science 	2	
	(d)	<ul style="list-style-type: none"> • They offer their employees specific training/courses during their career/for their job • you can get promotion (quite) easily • The employer pays for training 	3	formation/needs/progress
	(e)	<ul style="list-style-type: none"> • They do not consider the interests of their employees/they are not interested in their employees • For instance, they often give priority to/employ/hire young people with lower salaries/give young people smaller salaries • <u>When they do not need you any more</u> they make you redundant/fire you <u>without regret/hesitation</u> 	3	employers

Question		Expected Answer (s)	Max Mark	Unacceptable answers
	(f)	<ul style="list-style-type: none"> • Respect (workers' /employees' /human) <u>right(s)/right</u> to work • Encourage gender/sex equality at work • <u>Give</u> (good)maternity leave • Ensure the woman goes back to the same job (after her break) 	4	
	(g)	<ul style="list-style-type: none"> • They have the maturity to make <u>good/right/best</u> decisions • They have <u>solid/extensive/more</u> experience (of the world of work)/they are experienced workers 	2	experimented
	(h)	<ul style="list-style-type: none"> • That she will get on well with her future employer <p>AND</p> <ul style="list-style-type: none"> • They will see/like/appreciate her enthusiasm/motivation <p>OR</p> <ul style="list-style-type: none"> • They will be happy to employ her 	2	

General Marking Principles for Advanced Higher French Discursive Writing

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) Marking should be holistic. There may be strengths and weaknesses in the piece of writing; markers should focus as far as possible on the strengths, taking account of weaknesses only where they significantly detract from the overall impression.
Three main aspects of the piece of writing should be considered:
 - (i) Content
 - (ii) Accuracy
 - (iii) Language resource - variety, range, structures
- (e) Using the pegged marks table, the marker should first select the row of the table in which the descriptors most closely match the candidate's piece of writing. Once that row has been identified, the assessor should follow this guidance:
 - If the evidence largely matches the descriptors across all of the aspects of the work, award the higher of the two available marks
 - If the evidence largely matches the descriptors across most of the aspects of the work, award the lower of the two marks available
- (f) If markers are in doubt about which of two adjacent rows to select: select the upper row and award the lower pegged mark in that row.
- (g) Markers can award the highest pegged mark (40) for writing even if there are minor errors. These should not detract from the overall impression.
- (h) Candidates are instructed to write 250-300 words. The general and detailed marking instructions should be applied even where the length of the piece of writing falls outside this range.

Detailed Marking Instructions - Discursive Writing

Mark	Content	Accuracy	Language resource: variety, range, structures
40 or 36	<ul style="list-style-type: none"> • The essay is well structured and all aspects are relevant to the title • The topic is addressed fully, in a balanced way • Overall this comes over as a comprehensive, competent, well thought-out response to the task which reads naturally 	<ul style="list-style-type: none"> • The language is characterised by a high degree of accuracy and may show some flair. • A comprehensive range of verbs is used accurately and tenses are consistent and accurate • There is evidence of confident handling of all aspects of grammar and spelling • Some minor errors need not detract from the overall very good impression 	<ul style="list-style-type: none"> • The language used is mostly complex and sophisticated • There is a wide range of structures and vocabulary appropriate to Advanced Higher • There is a comprehensive range of verbs/verb forms and tenses • There is good use of less common adjectives, adverbs, prepositional phrases and, where appropriate, word order • There is extensive use of co-ordinating conjunctions and subordinate clauses throughout the writing • The language flows well and ideas and opinions are expressed effectively

Mark	Content	Accuracy	Language resource: variety, range, structures
32 or 28	<ul style="list-style-type: none"> • The essay has a good sense of structure and most aspects are relevant to the title • The topic is addressed well • The content is clear and well thought out 	<ul style="list-style-type: none"> • The language is clearly comprehensible throughout and fairly free of serious errors in areas appropriate to Advanced Higher. • A range of verbs is used accurately and tenses are generally consistent and accurate • Other parts of speech are used accurately • There are few serious errors in spelling and/or punctuation 	<ul style="list-style-type: none"> • The language used is generally complex and sophisticated • Contains a good range of vocabulary and structures appropriate to Advanced Higher • The candidate uses a good range of verbs/verb forms and tenses • There is good use of co-ordinating conjunctions and subordinate clauses throughout the writing • Ideas and opinions are expressed effectively
24 or 20	<ul style="list-style-type: none"> • The essay has some sense of structure and most aspects have some relevance to the title • The topic is addressed adequately • The content is mostly clear 	<ul style="list-style-type: none"> • The less complex language may be mostly accurate. However, in places, where the candidate attempts to use complex and sophisticated language, this may be less successful • The verbs are generally correct, but the range of verbs and tenses is limited • Spelling and punctuation are generally correct but there may be a few errors in some parts of speech - personal pronouns, gender of nouns, adjective endings, cases, singular/plural confusion • Overall, there is more correct than incorrect and there is the impression that the candidate can handle tenses 	<ul style="list-style-type: none"> • There are some examples of complex and sophisticated language • Contains a reasonable range of vocabulary and structures appropriate to Advanced Higher • There is a limited range of verbs/verb forms and tenses • There are some successful attempts to use co-ordinating conjunctions and subordinate clauses • Ideas and opinions are expressed adequately • There is some dictionary misuse

Mark	Content	Accuracy	Language resource: variety, range, structures
16 or 12	<ul style="list-style-type: none"> • The essay is lacking in structure and less than half of the aspects have any relevance to the title • The topic is addressed but in a limited way • The content is limited and may be presented as a single paragraph 	<ul style="list-style-type: none"> • The language is insufficiently accurate to convey meaning clearly and consistently • Ability to use verbs and form tenses accurately is inconsistent. There may be confusion between the singular and plural form of verbs • Although basic structures are used accurately, control of the language structure at times deteriorates significantly • There are errors in other parts of speech - gender of nouns, cases, singular/plural confusion - and in spelling and, where appropriate, word order • Several errors are serious • Overall there is more incorrect than correct 	<ul style="list-style-type: none"> • There is limited use of complex and sophisticated language • Contains a limited range of vocabulary and/or structures appropriate to Advanced Higher • There is inconsistency in the use of verbs/verb forms and tenses • There are few successful attempts to use co-ordinating conjunctions and subordinate clauses • There may be examples of unidiomatic translation from English and/or examples of dictionary misuse

Mark	Content	Accuracy	Language resource: variety, range, structures
8 or 4	<ul style="list-style-type: none"> • The essay is unstructured and few aspects are relevant to the title • The topic is not fully addressed • The content is very limited 	<ul style="list-style-type: none"> • The language is almost completely inaccurate throughout the writing and there is little control of language structure • Most of the verbs are incorrect. There is little evidence of tense control • Most basic structures are not used accurately and control of the language structure generally deteriorates significantly • There are frequent errors in other parts of speech – personal pronouns, gender of nouns, cases, singular/plural confusion, prepositions. Overall there is more incorrect than correct 	<ul style="list-style-type: none"> • There is little use, if any, of complex and sophisticated language • The essay contains a very limited range of vocabulary and structures appropriate to Advanced Higher • The candidate may not cope with more than one or two basic verbs/verb forms and tenses • Some sentences may not be understood by a sympathetic native speaker • There are examples of mother tongue interference and serious dictionary misuse

Mark	Content	Accuracy	Language resource: variety, range, structures
0	<ul style="list-style-type: none"> • The essay is unstructured and/or irrelevant • The candidate is unable to address the topic 	<ul style="list-style-type: none"> • The language is seriously inaccurate throughout the writing and there is almost no control of language structure • Very few words are written correctly in the modern language 	<ul style="list-style-type: none"> • There is no evidence of complex and sophisticated language • There may be several examples of mother tongue interference • Very little is intelligible to a sympathetic native speaker • There may be several examples of serious dictionary misuse

[END OF MARKING INSTRUCTIONS]