



**2013 French**

**Advanced Higher – Reading and Translation**

**Finalised Marking Instructions**

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## Part One: General Marking Principles for French Advanced Higher – Reading and Translation

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 specific Marking Instructions for each question.

- (a) Marks for each candidate response must always be assigned in line with these general marking principles and the specific Marking Instructions for the relevant question.
- (b) Marking should always be positive ie, marks should be awarded for what is correct and not deducted for errors or omissions.

### GENERAL MARKING ADVICE: French Advanced Higher – Reading and Translation

The marking schemes are written to assist in determining the “minimal acceptable answer” rather than listing every possible correct and incorrect answer. The following notes are offered to support Markers in making judgements on candidates’ evidence, and apply to marking both end of unit assessments and course assessments.

#### 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 candidate’s 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 Qualification 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 the 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.

<b>Category</b>	<b>Mark</b>	<b>Description</b>
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

**Part Two: Marking Instructions for each Question**

Question		Answer	Max Mark	Unacceptable	Acceptable
1	a	<p>The use of air conditioning units is linked to the rise in greenhouse gases. What statistical evidence is given to support this?</p> <ul style="list-style-type: none"> <li>• Air conditioned <u>buildings</u> have increased <u>five-fold</u> (between 1980 &amp; 2000)</li> <li>• (Since 2003's heatwave) purchases of air con' units have multiplied by 3</li> </ul>	2	Air con units	
1	b	<p>What problems are encountered in producing the required electricity to power these units?</p> <ul style="list-style-type: none"> <li>• (France's) nuclear power stations are halted/<u>closed for maintenance</u>/in summer/when electricity is needed</li> <li>• Other sources of energy (gas/fuel/coal) are needed/used/relied upon <b>AND</b> they produce CO2 <b>AND</b> they are harmful to health</li> </ul>	2	Air conditioners are produced in summer	

Question			Answer	Max Mark	Unacceptable	Acceptable
1	c	i	<p>What surprising fact has emerged concerning the use of air conditioning units?</p> <ul style="list-style-type: none"> <li>Emissions due to air con' units overtake/are greater than emissions due to heating!</li> </ul>	1		
1	c	ii	<p>Where is this most noticeable?</p> <ul style="list-style-type: none"> <li>in Western countries/in the West</li> </ul>	1	In western regions	In the west In developed countries Occidental
2	a		<p>Which worrying trends in relation to cancer were highlighted in a report in 2005 in France?</p> <ul style="list-style-type: none"> <li>320,000 (new) cases of cancer identified/large/dramatic rise</li> <li>(Represents) an increase of 40% in 25 years</li> <li>(Scientists found that) the environment had a <u>serious/strong/important</u> influence upon/link to (the development of) cancer(s)</li> </ul>	3	(wrong number given) Future tense 'will be'  Of 25 year olds	
2	b		<p>What were the focus and the findings of a recent government study linking pollution to ill health?</p> <ul style="list-style-type: none"> <li>Focus: Particles/fumes from exhaust pipes/exhausts</li> <li>Findings: Link/connection between concentration of carbon dioxide particles/exhaust fumes in the atmosphere, and <u>lung cancer</u></li> </ul>	2	From chimneys Rejected particles  Line between...	The effect of exhaust fumes

Question			Answer	Max Mark	Unacceptable	Acceptable
2	c		<p>What other factors have been identified as contributing to the link between pollution and the growth in cancer rates?</p> <ul style="list-style-type: none"> <li>• (Exposure to) air in(side) offices <u>and</u> meeting rooms/assembly rooms/public rooms</li> <li>• <u>Outside</u> exposure to pesticides</li> <li>• Dozens of physical/biological factors that humans are exposed to (in) <u>everyday</u> (life)</li> </ul> <p style="text-align: right;"><b>(Any 2 from 3)</b></p>	2	<p>To draughts Living rooms Waiting rooms</p> <p>Exposition to pesticides</p> <p>Wrong specific (about ten)</p>	<p>Recycled air In the interior of ...</p> <p>Exterior exposure to...</p> <p>Lots of... Tens of...</p>
3	a	i	<p>What environmental targets has the city of Dijon set itself?</p> <ul style="list-style-type: none"> <li>• 20% reduction in greenhouse gases between now and 2020/by 2020</li> <li>• To become the model/example of 'ecology' for France/the model eco town (in France)</li> </ul>	2	Gas	<p>Harmful gases</p> <p>The ecological role model</p>

Question			Answer	Max Mark	Unacceptable	Acceptable
3	a	ii	<p>How has the city council made these plans a reality?</p> <ul style="list-style-type: none"> <li>• <u>New</u> developments/areas/districts are example of green urban living/homes for the 21<sup>st</sup> century</li> <li>• (Architects have) created (700) <u>low-energy/low consumption/'eco'</u> properties (<b>PLUS ONE further detail from</b>) out of a (former) barracks/fire station OR hundreds of others being built</li> </ul>	2	<p>Already been built Certain others being built</p>	
3	b		<p>What efforts are being made to meet the everyday needs of the people in Dijon's new "greener" communities?</p> <ul style="list-style-type: none"> <li>• Amenities: There are green spaces, a gymnasium and a crèche/nursery/day-care facilities</li> <li>• Structure of building: shops and services are on street level/ground floor: offices on first floor: luxury flats on second/third floors: houses with terraces on top/final floor (<b>At least TWO details required</b>)</li> </ul>	2	<p>"stage"</p>	<p>Parks/green places</p>

Question		Answer	Max Mark	Unacceptable	Acceptable
4	a	<p>Why is Dijon so proud of its new 10-storey “eco tower”?</p> <ul style="list-style-type: none"> <li>• Thanks to its <u>solar panels</u>, the (5000 m<sup>2</sup> of) offices/ building/tower create(s) more electricity than they/it consume(s)/use(s)/need(s)</li> <li>• They installed a (revolutionary) air conditioning system that’s <u>natural and free</u></li> <li>• Fresh air from outside air conditions the offices</li> </ul> <p style="text-align: right;"><b>(Any 1 from 3)</b></p>	1		
4	b	<p>According to Yves Sagnier, how are employees in the tower changing their habits, in order to impact positively on the environment?</p> <ul style="list-style-type: none"> <li>• Workers switch off adaptors/multi-plugs/wall sockets <u>when they leave/at night</u>(to save electricity)/as they are aware that a computer that is still plugged in, (but not being used), still uses up electricity</li> <li>• They can adapt the lighting according to how much they require/to their needs</li> <li>• Some give up/renounce the use of the lift/elevator</li> </ul>	3	Get rid of adaptors	<p>Plugs/sockets</p> <p>They have started to use the stairs</p>

### **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.

Question	Answer	Max Mark	Unacceptable	Acceptable
5	<p>Now consider the article as a whole. To what extent do you think that the author is pessimistic or optimistic about the future, given the environmental and health problems on the one hand and attempts to address these problems such as the project in Dijon on the other? Justify your answer with close reference to the passage.</p> <p>Outline of possible answers:</p> <p><b>General statement:</b> Author is aware of serious situation and dangers, and presents worrying statistics but ultimately is optimistic that solutions can be found.</p> <p><b>Pessimistic:</b> Use of statistics showing dangers to environment and dangers to public health. Highlights new dangers posed by air con units, air pollution and simply by exposure to daily life in an increasingly 'unhealthy planet'.</p> <p><b>Optimistic:</b> Details of the Dijon project show that solutions can be found and habits can be changed. A 'green' life in a large city. Details of René's story.</p> <p><b>Stylistic features:</b> Use of <b>statistics</b> and official reports to add weight to seriousness of situation and to worry and scare reader e.g. <i>Fait alarmant</i>. Sense of <b>irony</b> in that climate change used to be largely attributed to over-heating our homes, but now air-con' units are being largely blamed for contributing to this problem in Western and developing countries. The <b>heading</b> 'Transformons nos villes en villes vertes!' marks the shift to more optimistic view that something can be done. Very <b>positive images and language</b> when describing Dijon project also evidence from real people rather than reports. The <b>ending (use of exclamations/play on words)</b> finishes with success of the tower and hope that this may be the start to finding a way ahead.</p>	7		

Question	Answer	Max Mark	Unacceptable	Irrelevant/ Insufficient
5	<p><b>Additional details:</b></p> <p>The article is almost split into 2 opposing discussions, which centre around the two subheadings “L’environnement contre la santé” and “Transformons nos villes en villes vertes!” These arguments almost split the article into two sections, the first presenting the seriousness and causes of the situation and the second considering possible solutions. Given the progression within the article and the optimistic ending, it would appear that the author is relatively optimistic about future solutions to these increasingly worrying trends linking the environment to ill-health.</p> <p>At the start of the article, the author creates a sense of urgency and seriousness, using language such as “multipliées par cinq” and “se développer considérablement”. The author quotes results from scientific studies to help him and the reader come to an overall conclusion and understanding about this issue. This gives extra weight to the article and shows that the author has also taken the issue very seriously, showing this juxtaposition of the negative and health-threatening developments against the forward-thinking and futuristic solutions, side-by-side in one article.</p> <p>A more optimistic mood is created when the author describes Dijon’s moves to be more environmentally friendly in a sustainable way as “Une politique proactive plutôt que réactive”, suggesting that there is an element of ‘control’ around future solutions for this problem. This contrasts with the image that the author portrays at the start of the article when he communicates a sense of urgency around investigating the health problems/cancer linked to our environment, which altogether seems to be just “une politique réactive!”</p>			

Question	Answer	Max Mark	Unacceptable	Irrelevant/ Insufficient
5	<p>With regards to Dijon’s Eco-Tour and the efforts the city is making to become ‘greener’, the author’s use of language here is all much more positive. For example, he refers to Dijon as a city that wants to “Montrer l’exemple.” He also introduces such positive language as: “basse consommation” and “de luxe”. Here, the author also blends economic, environmental and societal factors into the example shown by Dijon by linking the number of jobs created in these new greener communities to the sense of community amongst neighbours here and how the areas have been laid out to cater for the everyday needs of its residents.</p> <p>The idea that even colleagues who work in the new offices have gone through a thought-changing experience is very encouraging, with a seeming team/collective effort towards reducing harmful emissions, and everyone is taking it seriously – by even giving up the lift to use the stairs...in a ten storey high building!</p> <p>The ending is positive and leaves the reader thoughtful as to what other measures might have also been taken in Dijon and in other French cities to combat pollution and improve the quality of the environment for their populations. “Cela serait une première en France!” could on one hand be interpreted as negative. But on the other hand, might suggest an element of possible competition between Dijon and other French cities to being ‘La plus écolo’ now that Dijon thinks that it has set the standard!</p>			

**Translation (20 marks)**

**10 sense units = 20 points**

**Each unit marked 2, 1 or 0**

**2 = acceptable translation**

**1 = key information communicated despite awkward English and/or minor inaccuracy**

**0 = serious inaccuracy in translation**

**6. Translate into English:**

**La ville de Dijon est la première ... On pourrait même se croire en forêt! (lines 79-97)**

**UNIT 1**

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
<b>La ville de Dijon est la première en France</b>	The city/town of Dijon is the first (city/town) in France		
<b>à adopter une politique verte.</b>	to adopt (a) green/eco/environmental policy/policies  to have adopted	to pass to turn to green politics/ideology	to elect green politician

**UNIT 2**

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
<b>La ville a fait le choix</b>	The city/town made/has made the choice of  The city/town chose/has chosen opted/has opted for	<u>had</u> made decision	had the choice
<b>du développement durable,</b>	sustainable development	lasting long lasting long term durable	to develop durably

**UNIT 3**

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
<b>notamment</b>	Especially/particularly/notably		
<b>en ce qui concerne</b>	with regards to/in relation to/concerning/where/as far as ..... is concerned	focusing on...	In the concern of
<b>le logement.</b>	accommodation/housing	lodging(s)	



**UNIT 5**

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
<b>Elle a longtemps misé</b>          <b>uniquement</b>          <b>sur sa culture et son histoire.</b>	It/the city/town/Dijon has for a long time relied/depended/counted/banked/traded/focused/concentrated  on/upon     solely/only       its culture and its history/past	<u>had</u> relied (R E see unit 2) been known for          Omission          story	been placed/based on bet



**UNIT 7**

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
<p><b>Il suffit d'une simple promenade pour s'en apercevoir</b></p> <p><b>Il suffit d'une simple promenade</b></p> <p><b>pour s'en apercevoir</b></p>	<p>All you need to do is go for a walk to notice it/One simple walk would be enough</p> <p>You/one <u>just/only</u> need(s) to go for a (short/simple) walk/stroll</p> <p>A simple walk is enough/all you need/all it takes/will suffice/is sufficient</p> <p>to notice/see/realise it/this/that to be aware of it to become aware of it for this to be seen</p>	<p>to appreciate this</p>	



**UNIT 9**

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
<b>Ici, les voitures ne font pas peur</b>	Here, (the) cars do not create fear/frighten/scare (people)/cars are not a fear/are not feared/frightening  people are not worried about/scared of cars cars are not a threat	will not scare scary	cars don't have fear
<b>et la pollution est loin des esprits!</b>	And (the) pollution is far from/the last thing on our/your/people's mind(s)/thoughts  far from the mind	pollution is not an issue far from minds	At the back of ..... minds Far in <u>spirits</u>

