



National  
Qualifications  
2018

---

**2018 French**

**Reading and Translation**

**Advanced Higher**

**Finalised Marking Instructions**

© Scottish Qualifications Authority 2018

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is reproduced, SQA should be clearly acknowledged as the source. If it is to be used for any other purpose, written permission must be obtained from [permissions@sqa.org.uk](mailto:permissions@sqa.org.uk).

Where the publication includes materials from sources other than SQA (secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the centre's responsibility to obtain the necessary copyright clearance. SQA's NQ Assessment team may be able to direct you to the secondary sources.

These marking instructions have been prepared by examination teams for use by SQA appointed markers when marking external course assessments. This publication must not be reproduced for commercial or trade purposes.



## 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) Award a mark to each answer. Marks are not transferable between questions.
- (d) 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.
- (e) 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.	(a)		<ul style="list-style-type: none"> <li>They face more difficulty integrating/they struggle more to integrate/France is one of the worst countries <u>in terms of integration</u></li> </ul>	1	Any suggestion of disadvantage Social inequalities are more emphasised in France They are less integrated
	(b)		<ul style="list-style-type: none"> <li>Immigrants in France are four times more likely to be living in poverty than the indigenous population</li> <li>(In 2017) the unemployment rate of immigrants in France was 14.5%, compared with an average of 11.9% in other host countries</li> </ul>	2	
	(c)		<ul style="list-style-type: none"> <li>They tend to be living in built-up zones/urban areas</li> </ul>	1	

Question		Expected answer(s)	Max mark	Unacceptable answers
2.		<ul style="list-style-type: none"> <li>• They don't want to work</li> <li>• They cling on to/retreat into the culture/identity of their home countries</li> <li>• They despise French culture <u>and</u> traditions</li> <li>• They won't leave their own communities</li> </ul> <p>(Any 3 from 4)</p>	3	Withdraw to/in... identification
3.	(a)	<ul style="list-style-type: none"> <li>• They should forget the customs of their home country</li> <li>• They should try to fit into the mould of their host country</li> </ul>	2	
	(b)	<ul style="list-style-type: none"> <li>• Immigrants should be given the possibility to be part of their host society</li> <li>• They should be encouraged to understand their host country's way of life <u>and</u> values</li> <li>• Their differences should be recognised</li> </ul>	3	a welcoming society

Question		Expected answer(s)	Max mark	Unacceptable answers
4.	(a)	<ul style="list-style-type: none"> <li>• More of them have degrees</li> <li>• They are better positioned/placed in the job market</li> <li>• 20% of them have managerial posts</li> </ul> <p>(Any 1 from 3)</p>	1	Qualified/qualifications/educated
	(b)	<ul style="list-style-type: none"> <li>• They are more likely to be unemployed <u>than other French people</u></li> <li>• Their salaries are often lower <u>than other French people</u></li> <li>• Their name can prevent them from getting <u>a job or accommodation</u></li> <li>• They are more likely to be stopped by the police for an identity check</li> </ul> <p>(Any 2 from 4)</p>	2	
5.	(a)	<ul style="list-style-type: none"> <li>• The support of their families</li> <li>• The will(power)/desire to succeed</li> <li>• Good connections/meeting the right people</li> </ul>	3	Good people/good encounters Willpower (on its own)
	(b)	<ul style="list-style-type: none"> <li>• Their success is down to their own guts/efforts/tenacity/determination</li> </ul>	1	
6.	(a)	<ul style="list-style-type: none"> <li>• It gives young people the essential social skills.</li> </ul>	1	Behaviours/competences
	(b)	<ul style="list-style-type: none"> <li>• What is expected of them</li> <li>• They have rights/access to benefits <u>and</u> duties/obligations</li> <li>• They have to do something for society</li> </ul> <p>(Any 1 from 3)</p>	1	
7.		<ul style="list-style-type: none"> <li>• That each member of society can achieve their potential</li> <li>• That they can make an active and positive contribution to society</li> </ul>	2	

Question		Expected answer(s)	Max mark	Additional guidance	
8.		<p>To highlight some of the difficulties that immigrants have faced in France and continue to face but to show that it is possible for immigrants to be successful in society and to aim for a positive, multicultural society.</p> <ul style="list-style-type: none"> <li>• Use of statistics to show that immigrants' experience can be negative</li> <li>• Emotive language in quoting attitudes about immigrants</li> <li>• Historical perspective showing how attitudes have changed</li> <li>• Evidence that discrimination does exist</li> <li>• Adoption of a more positive tone to illustrate successful stories</li> <li>• Personal example of a success story</li> <li>• Use of quotes to make points forcefully</li> <li>• Persuasive language showing that both society and immigrants have to make an effort to make immigration work</li> <li>• Hopeful tone at the end, encouraging an optimistic outcome</li> </ul>	7		
				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 answer(s) 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.

## Section 2 - Translation

Question	Expected answer(s)	Max mark	Additional guidance
9.	Translate into English  <i>Prenons comme exemple... à l'Université de Rouen.</i> (lines 44-49)	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><b>2 - Good:</b> Essential information and relevant details are understood and conveyed clearly and accurately, with appropriate use of English.</p> <p><b>1 - Satisfactory:</b> 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><b>0 - Unsatisfactory:</b> The candidate fails to demonstrate sufficient understanding of the essential information.</p>

Text	Good - 2	Satisfactory - 1	Unsatisfactory - 0
<u>Unit 1</u> Prenons comme exemple Haïba OuaiSSI,	(Let's) take/as an/for (an) example/the example of Haïba OuaiSSI,	Take as example/for example	First name People like
<u>Unit 2</u> fils d'un père ouvrier et d'une mère au foyer	son of a working-class/workman father and a stay-at-home mother/housewife	Working father Omission of stay-at-home House/home mother Notion of family (foyer)	Daughter hearth
<u>Unit 3</u> arrivés du Maroc dans les années 1970.	who (had) arrived/came from Morocco in the 1970s.	In 1970 Omission of 'who'	
<u>Unit 4</u> Pour lui, rien n'était gagné.	For him, nothing was a given/certain	Nothing was won/easy/given (easily)/there was nothing that wasn't earned Nothing wasn't earned Everything was earned	(For him) they earned nothing/nothing was earned Nothing worked out Nothing was gained
<u>Unit 5</u> Sa mère ne parlait guère français, et il a dû se battre afin de pouvoir réussir à l'école.	His mother hardly (ever) spoke/didn't speak much French, and he had to fight (in order) to be able to succeed in school/so that he could be successful at school	her Fight to the end to succeed... It is due to the fight that he could succeed/...so as to have the power to succeed He found it difficult	War He was beaten



Text	Good - 2	Satisfactory - 1	Unsatisfactory - 0
<u>Unit 6</u> Aujourd'hui il reprend les mots de Churchill:	Today he recalls/uses/repeats/ goes back to/revisits the words of/quotes Churchill:	Recaptures, recounts Goes by He takes/is taken back to/takes back	
<u>Unit 7</u> « Le succès n'est pas final, l'échec n'est pas fatal	'Success is not final, failure is not fatal'	the	Chess Success isn't over
<u>Unit 8</u> c'est le courage de continuer qui compte. »	It is the courage to continue that counts/what counts is the courage/bravery to continue/carry on	The courage <u>of</u> continuing	Courage continues to count
<u>Unit 9</u> À force d'acharnement, le jeune homme a décroché un doctorat en droit	Through/with (sheer) determination/relentless effort, the young man managed to get/earned/achieved/obtained a doctorate in law	Awkward/clumsy versions of 'determination' <u>by</u> determination the young boy has taken/got(ten)/received/landed	dropped out right(ly) to force...
<u>Unit 10</u> et donne actuellement des cours hebdomadaires à l'Université de Rouen.	and currently gives/does weekly lectures at the University of Rouen.	At the present Puts on	courses taking/doing a course actually daily

[END OF MARKING INSTRUCTIONS]



National  
Qualifications  
2018

---

**2018 French**

**Listening and Discursive Writing**

**Advanced Higher**

**Finalised Marking Instructions**

© Scottish Qualifications Authority 2018

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is reproduced, SQA should be clearly acknowledged as the source. If it is to be used for any other purpose, written permission must be obtained from [permissions@sqa.org.uk](mailto:permissions@sqa.org.uk).

Where the publication includes materials from sources other than SQA (secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the centre's responsibility to obtain the necessary copyright clearance. SQA's NQ Assessment team may be able to direct you to the secondary sources.

These marking instructions have been prepared by examination teams for use by SQA appointed markers when marking external course assessments. This publication must not be reproduced for commercial or trade purposes.



## 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) Award a mark to each answer. Marks are not transferable between questions and the answers for each question must come from the Item.
- (d) 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"> <li>Leisure centre has been closed</li> <li>No student newspaper/magazine</li> <li>Library only open 10 hours per day</li> </ul>	3	Social club/gym  Library is only thing open for 10 hours per day
	(b) (i)	<ul style="list-style-type: none"> <li>Impersonal system</li> <li>Lecture/conference halls are small for <u>1500</u> students</li> <li><u>Feeling</u> of isolation amongst students</li> <li>University <u>residences</u> are old <u>and</u> in a bad condition</li> </ul> (Any 3 from 4)	3	
	(ii)	<ul style="list-style-type: none"> <li><u>More than half</u> of students drop out/abandon their studies (without getting/finishing a degree)</li> <li><u>More and more/Many</u> students are leaving (French universities) to study abroad/in foreign universities</li> </ul> (Any 1 from 2)	1	
	(c) (i)	<ul style="list-style-type: none"> <li>Universities offer more courses and a (greater) variety (notion of comparison)</li> <li>Universities are famous all over the world <u>for the quality of their teaching/education</u></li> </ul>	2	Teachers/lecturers/courses
	(ii)	<ul style="list-style-type: none"> <li><u>Much</u> more expensive (than in France)/very expensive compared to France</li> </ul>	1	

Item 2

Question		Expected answer(s)	Max mark	Unacceptable answers
2.	(a)	<ul style="list-style-type: none"> <li>• He works for a company which sells video games <u>all over the world</u></li> <li>• <u>Responsible</u> for <u>European</u> marketing</li> <li>• Has the chance to travel all over Europe</li> </ul> <p>(Any 2 from 3)</p>	2	
	(b)	(i)		
		<ul style="list-style-type: none"> <li>• It's <u>very/too</u> expensive + to have accommodation/a flat/to rent in Paris</li> </ul>	1	Life (in Paris) is too expensive To buy
		(ii)		
		<ul style="list-style-type: none"> <li>• Her parents <u>help her</u></li> </ul>	1	Parents pay
	(c)	(i)		
		<ul style="list-style-type: none"> <li>• He would have a better career/job</li> <li>• A higher salary</li> </ul>	2	
		(ii)		
		<ul style="list-style-type: none"> <li>• He can afford to pay his rent</li> <li>• He is independent of his parents <u>financially</u></li> <li>• Last week/recently he bought a new car</li> </ul>	3	Last year/no indication of appropriate timescale

Question		Expected answer(s)	Max mark	Unacceptable answers
	(d)	(i) <ul style="list-style-type: none"> <li>You have better <u>job/career</u> opportunities</li> </ul>	1	
		(ii) <ul style="list-style-type: none"> <li>She has met students/people from all over the world</li> <li>She has learnt a lot about the culture <u>and</u> language of Portugal from her <u>flatmate</u></li> <li>She has been <u>asked/invited</u> to spend holidays with her German <u>flatmate</u> in Berlin/Her German <u>flatmate</u> <u>invited</u> her to stay in Berlin (Omission of the idea of flatmate can only be penalised once)</li> </ul>	3	She went
	(e)	<ul style="list-style-type: none"> <li>He can discover new cultures when <u>travelling</u></li> <li>His employer pays for his English lessons</li> </ul>	2	
	(f)	<ul style="list-style-type: none"> <li>(Opportunity to) study/get qualification <u>and</u> You do work experience/receive a salary (Theory + practice)</li> <li>You are <u>more likely</u> to have/<u>more often</u> get a <u>permanent</u> job (idea of comparison)</li> </ul>	2	
	(g)	<ul style="list-style-type: none"> <li>Discover other ways of life/lifestyles</li> <li>Make friends <u>for</u> life</li> <li>Develop their language skills/knowledge of languages/become more competent in Modern Languages</li> </ul>	3	Learn about Spanish politics and economy  Improve Spanish Learn new languages competences

## 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) 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
- (d) 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
- (e) 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.
- (f) Markers can award the highest pegged mark (40) for writing even if there are minor errors. These should not detract from the overall impression.
- (g) 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"> <li>• The essay is well structured and all aspects are relevant to the title</li> <li>• The topic is addressed fully, in a balanced way</li> <li>• Overall this comes over as a comprehensive, competent, well thought-out response to the task which reads naturally.</li> </ul>	<ul style="list-style-type: none"> <li>• The language is characterised by a high degree of accuracy and may show some flair</li> <li>• A comprehensive range of verbs is used accurately and tenses are consistent and accurate</li> <li>• There is evidence of confident handling of all aspects of grammar and spelling</li> <li>• Some minor errors need not detract from the overall very good impression.</li> </ul>	<ul style="list-style-type: none"> <li>• The language used is mostly complex and sophisticated</li> <li>• There is a wide range of structures and vocabulary appropriate to Advanced Higher</li> <li>• There is a comprehensive range of verbs/verb forms and tenses</li> <li>• There is good use of less common adjectives, adverbs, prepositional phrases and, where appropriate, word order</li> <li>• There is extensive use of co-ordinating conjunctions and subordinate clauses throughout the writing</li> <li>• The language flows well and ideas and opinions are expressed effectively.</li> </ul>
32 or 28	<ul style="list-style-type: none"> <li>• The essay has a good sense of structure and most aspects are relevant to the title</li> <li>• The topic is addressed well</li> <li>• The content is clear and well thought-out.</li> </ul>	<ul style="list-style-type: none"> <li>• The language is clearly comprehensible throughout and fairly free of serious errors in areas appropriate to Advanced Higher</li> <li>• A range of verbs is used accurately and tenses are generally consistent and accurate</li> <li>• Other parts of speech are used accurately</li> <li>• There are few serious errors in spelling and/or punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>• The language used is generally complex and sophisticated</li> <li>• Contains a good range of vocabulary and structures appropriate to Advanced Higher</li> <li>• The candidate uses a good range of verbs/verb forms and tenses</li> <li>• There is good use of co-ordinating conjunctions and subordinate clauses throughout the writing</li> <li>• Ideas and opinions are expressed effectively.</li> </ul>



Mark	Content	Accuracy	Language resource: variety, range, structures
24 or 20	<ul style="list-style-type: none"> <li>• The essay has some sense of structure and most aspects have some relevance to the title</li> <li>• The topic is addressed adequately</li> <li>• The content is mostly clear.</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• The verbs are generally correct, but the range of verbs and tenses is limited</li> <li>• 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</li> <li>• Overall, there is more correct than incorrect and there is the impression that the candidate can handle tenses.</li> </ul>	<ul style="list-style-type: none"> <li>• There are some examples of complex and sophisticated language</li> <li>• Contains a reasonable range of vocabulary and structures appropriate to Advanced Higher</li> <li>• There is a limited range of verbs/verb forms and tenses</li> <li>• There are some successful attempts to use co-ordinating conjunctions and subordinate clauses</li> <li>• Ideas and opinions are expressed adequately</li> <li>• There is some dictionary misuse.</li> </ul>
16 or 12	<ul style="list-style-type: none"> <li>• The essay is lacking in structure and less than half of the aspects have any relevance to the title</li> <li>• The topic is addressed but in a limited way</li> <li>• The content is limited and may be presented as a single paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>• The language is insufficiently accurate to convey meaning clearly and consistently</li> <li>• Ability to use verbs and form tenses accurately is inconsistent. There may be confusion between the singular and plural form of verbs</li> <li>• Although basic structures are used accurately, control of the language structure at times deteriorates significantly</li> <li>• 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</li> <li>• Overall there is more incorrect than correct.</li> </ul>	<ul style="list-style-type: none"> <li>• There is limited use of complex and sophisticated language</li> <li>• Contains a limited range of vocabulary and/or structures appropriate to Advanced Higher</li> <li>• There is inconsistency in the use of verbs/verb forms and tenses</li> <li>• There are few successful attempts to use co-ordinating conjunctions and subordinate clauses</li> <li>• There may be examples of unidiomatic translation from English and/or examples of dictionary misuse.</li> </ul>

Mark	Content	Accuracy	Language resource: variety, range, structures
8 or 4	<ul style="list-style-type: none"> <li>• The essay is unstructured and few aspects are relevant to the title</li> <li>• The topic is not fully addressed</li> <li>• The content is very limited.</li> </ul>	<ul style="list-style-type: none"> <li>• The language is almost completely inaccurate throughout the writing and there is little control of language structure</li> <li>• Most of the verbs are incorrect. There is little evidence of tense control</li> <li>• Most basic structures are not used accurately and control of the language structure generally deteriorates significantly</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• There is little use, if any, of complex and sophisticated language</li> <li>• The essay contains a very limited range of vocabulary and structures appropriate to Advanced Higher</li> <li>• The candidate may not cope with more than one or two basic verbs/verb forms and tenses</li> <li>• Some sentences may not be understood by a sympathetic native speaker</li> <li>• There are examples of mother tongue interference and serious dictionary misuse.</li> </ul>
0	<ul style="list-style-type: none"> <li>• The essay is unstructured and/or irrelevant</li> <li>• The candidate is unable to address the topic.</li> </ul>	<ul style="list-style-type: none"> <li>• The language is seriously inaccurate throughout the writing and there is almost no control of language structure</li> <li>• Very few words are written correctly in the modern language.</li> </ul>	<ul style="list-style-type: none"> <li>• There is no evidence of complex and sophisticated language</li> <li>• There may be several examples of mother tongue interference</li> <li>• Very little is intelligible to a sympathetic native speaker</li> <li>• There may be several examples of serious dictionary misuse.</li> </ul>

[END OF MARKING INSTRUCTIONS]