



National
Qualifications
2019

2019 French

Reading and Translation

Advanced Higher

Finalised Marking Instructions

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General marking principles for Advanced Higher French 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 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) 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.

Marking instructions for each question

Section 1 - Reading

Question			Expected response	Max mark	Additional guidance
					Do not accept:
1.	(a)		<ul style="list-style-type: none"> he shows/takes pictures of/photographs wild animals in their own environment(without rushing them) 	1	watches
	(b)		<ul style="list-style-type: none"> (on a trip to Botswana and Kenya in 1999) he saw (for the first time)/fell in love with the special quality of light in Africa he wanted to document the extent/scale of animal extinction 	2	
	(c)		<ul style="list-style-type: none"> that it will <u>raise awareness /inform</u> about the consequences of climate change <u>and</u> poaching (by showing animals in an artistic way), he hopes he will convince people <u>that these animals/treasures need saving</u> 	2	
2.			<ul style="list-style-type: none"> a director will never take his camera thinking that he is going to shoot a film <u>straight away</u> he prepares in advance he is constantly thinking about his script/scenario/screenplay/he has a scenario in his head 	3	soon scene

Question			Expected response	Max mark	Additional guidance
					Do not accept:
3.			<ul style="list-style-type: none"> • he must travel all around the world looking for the perfect location • he observes the environment • then imagines what the photographs will look like • he waits for the animals to come to him <p>Any 2 from 4</p>	2	
4.			<ul style="list-style-type: none"> • he has a (Massai) guide that he has known for years or you have to have the right/a good guide (and not be reckless) • the guide takes him to the location • he knows the animals' behaviour(s) 	3	everywhere
5.			<ul style="list-style-type: none"> • there comes a fleeting moment/split second in which you can detect the animal's emotions (in its eyes) • he tries to convey (t)his emotion (through his work/art) 	2	
6.			<ul style="list-style-type: none"> • they had <u>not noticed/seen</u> a group of young lions approaching them • they ran back to the car but left the camera bag behind • one of the lions grabbed the bag • a warthog passed by, the lions went after it, dropping the bag <p>Any 3 from 4</p>	3	

Question			Expected response	Max mark	Additional guidance
					Do not accept:
7.	(a)	(i)	<ul style="list-style-type: none"> when he was in the <u>north</u> of Alaska <u>in October</u>, there wasn't any snow <u>last year</u> in Kenya, there was a terrible drought and there were many deaths due to thirst and hunger 	2	
		(ii)	<ul style="list-style-type: none"> animals from the bottom and to the top of the food chain/all animals in the food chain are suffering 	1	
	(b)		<ul style="list-style-type: none"> by punishing consumers of ivory goods by banning this barbaric trade 	2	

Question		Expected response	Max mark	Additional guidance									
8.		<p>To raise awareness of environmental issues and the impact that they are having on the natural world by highlighting in a positive way the work of the photographer Kyriakos Kaziras</p> <ul style="list-style-type: none"> • encourage reader to appreciate the beauty of the animal world • to show how painstakingly slow and onerous a job animal photography can be • to show what extraordinary talent Kaziras has • to convey just how passionate Kaziras is about his subjects • make readers aware of impact of poachers and extent of animal extinction <p>Word choice <i>when describing Kaziras and his work</i> 'un talent hors du commun' 'De belles images' ...présentent la magnificence des paysages et la splendeur de la faune animale</p> <p>Structure - begins and ends with very positive descriptions of Kaziras and his work.</p> <p>Quotation - Majority of the text is using words of Kaziras - a man who has dedicated his life to capturing natural photos of his subject matter. Writer barely speaks for himself... Lots of first person testimony by Kaziras himself...showing just how passionate he is about his subject choice.</p>	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 response 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 response 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 response	Max mark	Additional guidance
	<p>Voice - Article (although mainly voice of Kaziras) ends with writer himself being explicit about motivation for article... qu'il faut protéger à tout prix.</p> <p>Use of statistics - gives credence to argument about extinction.</p> <p>Inclusion of anecdotes - makes article more enjoyable/relatable.</p> <p>Inclusion of example - of misery/hardship of local people = not about attributing blame, but about acting to protect interests of human beings and animals.</p>		

Section 2 - Translation

Question	Expected response	Max mark	Additional guidance
9.	<p>Translate the underlined section into English: (lines 25-31)</p> <p><i>«Quand je travaillais au Kenya... c'est bien sûr très négatif.»</i></p>	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	Satisfactory - 1	Unsatisfactory - 0
<p>Unit 1</p> <p><i>« Quand je travaillais au Kenya, je m'approchais à 300 ou 400 mètres du troupeau,</i></p>	<p>When I worked/was working/used to work in Kenya, I would/I used to get as close as/approach up to/go as far as/within 300 or/to 400 metres (away) from the herd</p>	<p>I approached/I was approaching</p>	<p>present tense travel the herd approached me/I was approached</p>
<p>Unit 2</p> <p><i>je m'allongeais avec mon appareil et je patientais jusqu'au moment idéal.</i></p>	<p>I would/ used to lie down /stretch out with my camera/apparatus/equipment/device and (I would) (patiently) wait for/until the ideal/best/perfect moment.</p>	<p>I lay myself down past tense (lay down/was laying) if not already penalised in unit 1</p>	<p>present tense elongated myself/lay down my camera</p>
<p>Unit 3</p> <p><i>En l'espace de six ans, à raison de trois à quatre mois chaque année sur place,</i></p>	<p>In (the space of)/over a period of/ within six years, (on the basis of/ at a rate of/due to) spending/ with/three or four months every year on location/site/the spot/in position, there</p>	<p>in place/in the one place</p>	<p>on place/per place/omission of sur place</p>
<p>Unit 4</p> <p><i>c'est arrivé... trois fois quand même!</i></p>	<p>it happened...three times nonetheless/no less!</p>	<p>even/ all the same/nevertheless it had happened</p>	<p>it arrived/came</p>

Text	Good - 2	Satisfactory - 1	Unsatisfactory - 0
<p><u>Unit 5</u></p> <p><i>C'est de la curiosité, de leur part.</i></p>	<p>It's (out of/because of/down to) curiosity on their part.</p>	<p>the curiosity on their behalf</p>	<p>curious past tense</p>
<p><u>Unit 6</u></p> <p><i>Il y en a même qui se sont approchés à trois mètres de moi.</i></p>	<p>There are/were even some (of them) which/who came (up to)/approached to/within/as close as three metres (away) from me.</p>	<p>those omission or wrong position of même</p>	<p>one he present tense for came/approached</p>
<p><u>Unit 7</u></p> <p><i>Du coup, le comportement de ces animaux est complètement différent</i></p>	<p>As a result/consequence/so, the behaviour of these animals is completely different</p>	<p>omission of du coup suddenly the animals / animals</p>	
<p><u>Unit 8</u></p> <p><i>de celui d'un animal approché par l'homme:</i></p>	<p>From/to that of an animal approached by man/a human:</p>	<p>omission of celui de of a man/men</p>	<p>this one the man</p>
<p><u>Unit 9</u></p> <p><i>soit la bête sera stressée et partira en courant, soit elle va charger.</i></p>	<p>Either/perhaps the beast/animal will be stressed and <u>run away</u>, or/perhaps it is going to/ will charge.</p>	<p>omission of either leave running/run fleeing leave</p>	<p>omission of either/or present/conditional tense she usually</p>

Text	Good - 2	Satisfactory - 1	Unsatisfactory - 0
<u>Unit 10</u> <i>Et dans les deux cas, c'est bien sûr très négatif ».</i>	(And) in both/in these two cases it is, of course/definitely very bad/negative.	omission of bien sûr	in the second case wrong tense

[END OF MARKING INSTRUCTIONS]



National
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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) 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. 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.

Marking instructions for each question - Listening

Item 1

Question			Expected response	Max mark	Additional guidance
					Do not accept:
1.	(a)		<ul style="list-style-type: none"> people can now <u>publicly</u> express extreme/illegal opinions (it's easy/easier to facilitate) the <u>spread</u> (of) harmful/marginal/dangerous opinions or racism, anti-Semitism and terrorism (all three required) 	2	public opinion
	(b)		<ul style="list-style-type: none"> new technologies allow people to express opinions <u>anonymously</u> (Western) <u>democracy/democracies</u> protect freedom of speech/refuse in principle to censor opinions 	2	accidental occidental/Western countries
	(c)	(i)	<p>(On social networks people publish/post...)</p> <ul style="list-style-type: none"> terrorist propaganda videos (all three required) anti-Semitic tweets calls/incitement to violence <p>Any 1 from 3</p>	1	
		(ii)	<ul style="list-style-type: none"> they hired <u>3,000</u> (additional) moderators/monitors (to check online discussions) 	1	they have 3000
		(iii)	<ul style="list-style-type: none"> impose very <u>strict control(s)/regulations/rules</u> (on social networks) 	1	on/off the internet
	(d)		<ul style="list-style-type: none"> <u>who</u> should decide about what can (or can't) be <u>said</u> (online) how can we protect/respect individual freedom whilst <u>protecting the public</u> (at the same time)? 	2	posted
	(e)		<ul style="list-style-type: none"> to <u>educate/teach/encourage</u> Internet users <u>to debate/discuss</u> on line with respect for others/without violence 	1	

Item 2

Question			Expected response	Max mark	Additional guidance
					Do not accept:
2.	(a)		<ul style="list-style-type: none"> (she is horrified by/because of) insulting/aggressive posts/comments (on social networks) 	1	behaviour/things
	(b)		<ul style="list-style-type: none"> it has allowed people to have discussions as equals when you are <u>anonymous</u>/you speak with <u>people you don't know</u> and you can have an <u>honest</u> debate/you are not influenced by your family, friends or social origin (all three required) 	2	equal discussion/discussion about equality
	(c)		<ul style="list-style-type: none"> it makes people say unacceptable things/things they would not say face-to-face there are <u>every day/(so) many</u> cases of <u>racism</u> or (cyber) <u>bullying</u> 	2	how many cases...?
	(d)	(i)	<ul style="list-style-type: none"> no one can (claim to) control <u>all</u> that/what is <u>said</u> (on the web) we live in free countries it is essential to be able to express oneself/freedom of expression is essential <p>Any 2 from 3</p>	2	posted free world
		(ii)	<ul style="list-style-type: none"> people can <u>support</u> an important cause/<u>support</u> the protection of the environment sign a petition/influence a government decision 	2	raise awareness of/promote government petition

Question		Expected response	Max mark	Additional guidance
				Do not accept:
	(e)	<ul style="list-style-type: none"> there is a <u>lot of</u> fake news/false information <u>social networks</u> spread/distribute/carry <u>rumours</u> (at a high speed) it can be (very) difficult to distinguish between true and false people do not know what sites to trust <p>Any 3 from 4</p>	3	make there are lots of rumours
	(f)	<ul style="list-style-type: none"> choose reliable sites check/verify their source(s) confirm <u>news</u> with other sites (to avoid misinformation) <p>Any 2 from 3</p>	2	information
	(g)	(i) <ul style="list-style-type: none"> you can <u>learn</u> to make a bomb you can <u>buy</u> weapons/fake ID/drugs you can <u>post/share</u> shocking images 	3	sell to send
		(ii) <ul style="list-style-type: none"> it's very difficult to identify the users/culprits users can continue with their activities undetected <u>by police</u> <p>Any 1 from 2</p>	1	
	(h)	<ul style="list-style-type: none"> <u>all</u> information is at his fingertips/at hand/within reach <u>immediate/instant</u> contact with <u>family and friends</u> possibility to be in touch with colleagues to work anywhere and at any time <p>Any 2 from 4</p>	2	at your doorstep constant join/call

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.

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
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]