



National  
Qualifications  
2017

---

2017 French  
Reading  
Higher  
Finalised Marking Instructions

© Scottish Qualifications Authority 2017

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 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 18 marks in total) requires candidates to provide answers based on comprehension of information from the text. The marks available for each question generally range between 1-3 marks.
  - (ii) The penultimate question is the overall purpose question. For this question candidates must draw meaning from their overall understanding of the text. There is a maximum of 2 marks available for reference to the text and detailed comment. Pegged marks (2/1/0) and associated commentary are available with further guidance in the appropriate section of the marking instructions for Reading which forms part of this document.
  - (iii) The last question is the translation. For this question candidates must translate the underlined section of the text. The section for translation will be divided into five 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.

Question		Expected answer(s)	Max mark	Unacceptable answers
1.		<ul style="list-style-type: none"> <li>They <u>watch</u> (television) <u>at least/minimum three hours a day</u></li> <li>This is 50 minutes <u>more than</u> surfing the net/going online</li> <li><u>The TV</u> is on even if <u>no-one/nobody is/people</u> are not watching it</li> </ul>	3	<p>Ignore reference to phone or small screen <u>if</u> there is a mention of watching television</p> <p>The French on average spend at least three hours on their phone</p> <p>Three hours <u>a night</u></p> <p>Must dedicate watching three hours a day</p> <p>Any wrong number</p> <p>That is fifty minutes <u>more than people/those</u> surfing the Internet</p> <p>Even if the <u>person</u> is not watching it</p> <p>Phone or tablet</p>

Question		Expected answer(s)	Max mark	Unacceptable answers
2.	(a)	<ul style="list-style-type: none"> <li>The programmes are of <u>less good quality/less/not as good/lower/poorer/worse quality</u></li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Programmes have reduced in (good) <u>quality</u></li> </ul>	1	Not good quality Poor quality Lacks in good quality Less than good quality
	(b)	<ul style="list-style-type: none"> <li>To get away/distance/move away from/escape/detach <u>yourself/remove yourself</u> from the stress of <u>work</u></li> </ul>	1	Forget De-stress Avoid Distracts Get rid/out Remove/relieve/take away stress Postpone the stress Take his mind off Any mention of journey in relation to the stress
	(c)	<ul style="list-style-type: none"> <li>They don't respect people's <u>private/personal</u> life/lives</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Your privacy is not respected</li> <li>They have nothing to do with/are nothing like the <u>average</u> French <u>person's</u> life/nothing like the lives of an <u>average</u> French <u>person</u></li> </ul>	2	Interfere  Any reference to 'see' - mistranslation of 'rien à voir' Any reference to lifestyle/way of life 'Elles' becomes 'girls'

Question		Expected answer(s)	Max mark	Unacceptable answers
3.	(a)	<ul style="list-style-type: none"> <li>They/it <u>only</u> last(s) 30 minutes/<u>no more than</u> 30 minutes</li> <li>You can watch them (all)/you can find out what is happening in the world <u>while/when/whilst/at the same time as</u> you are eating your <u>evening meal/dinner/tea</u></li> </ul> <p><b>NB: You can find out what is happening in the world in only 30 minutes = 1 mark</b></p>	2	Any other number  All in eating Not 'meal' on its own Any wrong meal
	(b)	<ul style="list-style-type: none"> <li>News/it/they is/are <u>very well</u>-presented/commented/commentated/reported/covered <u>and</u> analysed</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>The news has <u>very good</u> commentary/commentaries/comments/coverage <u>and</u> analysis</li> </ul>	1	Remarks
	(c)	<ul style="list-style-type: none"> <li>(Big) political debates/discussions in the run up to/approaching/near (the) election(s)/at election time</li> <li><u>Natural</u> disasters/catastrophes with brutal/frightening/scary/terrifying pictures/photos/images</li> </ul> <p><b>NB: Big political debates in the run up to elections <u>rather than</u> natural disasters with brutal images = 1 mark</b></p>	2	Arguments Disputes Conversations Debates about the elections Big political debates and approaching elections  Reference to any specific image eg children/casualties

Question		Expected answer(s)	Max mark	Unacceptable answers
4.		<ul style="list-style-type: none"> <li>They have/own/possess their <u>own</u> websites</li> </ul>	1	Proper Clean
5.		<ul style="list-style-type: none"> <li>(Older people) <u>continue to/still/keep</u> buy(ing) their <u>daily/everyday</u> newspaper (in kiosks or supermarkets)</li> </ul>	1	
6.		<ul style="list-style-type: none"> <li>They are interested in <u>local</u> events/events in the <u>area/neighbourhood/district</u></li> </ul>	1	Place Quarter Town/village
7.		<ul style="list-style-type: none"> <li>They publish/print/release <u>photographs/pictures/images</u> <u>without permission/asking them</u></li> <li>They report/share details/publish/print/release/tell/talk about/write about <u>what</u> they eat for <u>breakfast</u></li> <li>(They report/share details/publish/print/release/tell/talk about/write) about <u>who</u> they went out with <u>last/previous week/the week before</u></li> </ul>	3	They publish pictures of them eating Omission of photographs/pictures/images  Idea of knowing what they eat but not sharing/publishing Any mention of small or little Any other meal/meal times Ignore tense error

Question		Expected answer(s)	Max mark	Additional guidance								
8.		<p>Yes, it plays an important role because + a general reason eg:</p> <ul style="list-style-type: none"> <li>• French people access a wide range of media (TV, Internet, newspapers)</li> <li>• The writer mentions positive and negative aspects of the media</li> <li>• All age groups access a form of media</li> <li>• The writer emphasises how long people spend using the media</li> </ul> <p>+ a relevant example <u>which must back up</u> their reason eg:</p> <ul style="list-style-type: none"> <li>• The young people access media online and older people read newspapers</li> <li>• They need the media to find out what is going on around the world</li> <li>• People watch news which can be educational but celebrities find the media intrusive</li> <li>• The writer suggests that celebrity magazines/reality TV are an escape from everyday life</li> <li>• The writer says that French people spend a minimum of three hours watching television</li> </ul> <p>Assertion + reason = 1 mark Supporting linking/relevant examples = 1 mark</p>	2	<p>A mark of 2, 1 or 0 will be awarded for this question</p> <p>Markers should follow this advice:</p> <table border="1"> <thead> <tr> <th>Marks</th> <th>Commentary</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>The candidate provides a clear answer, with justification that shows an accurate reading of the text. The answer clearly relates to the advice given in the "Expected answer(s)" column</td> </tr> <tr> <td>1</td> <td>The candidate provides an answer that may contain some degree of misreading, but that offers evidence of some justification</td> </tr> <tr> <td>0</td> <td>The candidate's answer provides information to be found in the text by simply re-stating answers to previous questions</td> </tr> </tbody> </table>	Marks	Commentary	2	The candidate provides a clear answer, with justification that shows an accurate reading of the text. The answer clearly relates to the advice given in the "Expected answer(s)" column	1	The candidate provides an answer that may contain some degree of misreading, but that offers evidence of some justification	0	The candidate's answer provides information to be found in the text by simply re-stating answers to previous questions
Marks	Commentary											
2	The candidate provides a clear answer, with justification that shows an accurate reading of the text. The answer clearly relates to the advice given in the "Expected answer(s)" column											
1	The candidate provides an answer that may contain some degree of misreading, but that offers evidence of some justification											
0	The candidate's answer provides information to be found in the text by simply re-stating answers to previous questions											

Question	Expected answer(s)	Max mark	Additional guidance
9.	<p>Translate into English the underlined section.</p> <p><u>«Juliette Morelle...énormément.»</u> (lines 26 to 28)</p> <p><b>Translation</b></p> <p><b>Juliette Morelle qui prend le train tous les jours observe</b>  Juliette Morelle who takes the train every day observes</p> <p><b>«On voit les jeunes partout taper sur leur tablette</b>  «One sees/you see young people everywhere (typing) on their tablet(s)</p> <p><b>tout en regardant les émissions d’hier soir</b>  while watching last night’s programmes/shows</p> <p><b>qu’ils ont téléchargées.</b>  (which/that) they (have) downloaded.</p> <p><b>Je dois dire que le bruit incessant m’énerve énormément. »</b>  I have to say (that) the incessant noise annoys me enormously/greatly.</p>	10	<p>The translation into English is allocated 10 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 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
<u>Unit 1</u> Juliette Morelle qui prend le train tous les jours observe	Juliette Morelle who takes the train every day observes		
Juliette Morelle who takes the train	uses/gets the train	Omission of who travels/goes by train	took
every day	on a daily basis		Omission of every day all the days
observes	observed (stylistic expression) notes	and observes watches	had observed will observe sees to observe any other tense

Text	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
<u>Unit 2</u> «On voit les jeunes partout taper sur leur tablette»	"One sees/you see young people everywhere (typing) on their tablet(s)		
"One sees/you see	We see	Watch	Omission of one/you/we see(s)  saw (tense unless R.E.) to see watched
young people	youngsters	people (the) youths/ the youngsters /the young people (the) teenagers	children infants
everywhere		always	Omission of everywhere
(typing) on their tablet(s)	(tapping/using) on their tablet(s)	Omission of their	banging/slamming/hitting put their tablets on all their tablets device(s)/phone(s)

Text	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
<u>Unit 3</u> tout en regardant les émissions d'hier soir	while watching last night's programmes/shows		
while watching		all while Omission of while and watching the as they watch	always all to watch all (in) watching as they watched
last night's	yesterday evening's (the) programmes from the night before	yesterday night	Omission of last night/evening
programmes/shows			emissions channels
<u>Unit 4</u> qu'ils ont téléchargées.	(which/that) they (have) downloaded	which they had downloaded	are downloading that are downloadable they would download Position of last night eg they downloaded last night

Text	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
<u>Unit 5</u> Je dois dire que le bruit incessant m'énerve énormément. »	I have to say (that) the incessant noise annoys me enormously/greatly."		
I have to say (that)	I must say (that)	I need to say (that) I must admit (that)	
the incessant noise	the unceasing/the constant/the non-stop/persistent/never-ending noise		increasing instantly Omission of incessant
annoys me	irritates/gets on my nerves/bugs me  NB: really does my head in = annoys me greatly		annoyed enerves me edgy makes/puts me on edge
enormously/greatly."	massively/hugely/tremendously/a great deal	a lot really	environment

[END OF MARKING INSTRUCTIONS]