



National  
Qualifications  
2022

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**2022 French Reading**

**Higher**

**Finalised Marking Instructions**

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## General marking principles for Higher French Reading

*Always apply these general principles. Use them in conjunction with the detailed marking instructions, which identify the key features required in candidates' responses.*

- (a) Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.
- (b) If a 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.
- (c) Award a mark for each answer. Marks are not transferable between questions and the answers for each question must come from the item.
- (d) Marks are available as follows:
  - (i) The first set of questions (worth 18 marks in total) asks candidates to provide answers based on comprehension of information from the text. There are generally 1-3 marks available for each question.
  - (ii) The penultimate question is the overall purpose question, and candidates must identify the overall purpose of the text and 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 mark descriptors (2/1/0) and associated commentary are available, along with further guidance, in the detailed marking instructions.
  - (iii) The last question is the translation. For this question, candidates must translate the underlined section of the text. The section for translation is divided into five sense units. For each sense unit, award 2, 1 or 0 marks: 2 marks for a full translation, 1 for partial translation, and 0 for an unsuccessful attempt.
- (e) Award marks according to the accuracy and relevance of the candidate's answers. Award marks where the answer is accurate but expressed in their own words.

Marking instructions for each question

Question		Expected response(s)	Max mark	Additional guidance
				<b>Do not accept:</b>
1.		<ul style="list-style-type: none"> <li>the job/work/profession allows/permits it/the job can be/is able to be done from home/if it's possible to be done from home</li> <li>the employer agrees to it/is okay/alright about/with it/the employer is in agreement</li> </ul> <p>Any 1 from 2</p>	1	any mention of technology. salaries. finishing times. trade/career the employer is okay/alright.
2.	(a)	<ul style="list-style-type: none"> <li>her husband is (often) away on <b>business/work</b> trips/travels/trips for work</li> <li>she has to look after/take care of/do/deal with/take over <b>everything</b> at home/in the house/she has to be in charge of <b>everything</b> at home/in the house</li> </ul>	2	she often has to go on business. Any reference to her being on a business trip. her husband worked for the oil industry. her husband is often travelling/often abroad/works away/away for work/away for business affairs. her husband is away from her.  occupy/attend to the house. whole house. occupy everything. looking after everyone. any mention of duty. do all the (house) work in the house.

Question		Expected response(s)	Max mark	Additional guidance
				<b>Do not accept:</b>
	(b)	<ul style="list-style-type: none"> <li>took/got (ready)/packed everything she needed <b>for the day</b></li> <li>took/brought/drove/dropped off the children to their <b>grandmother's/gran/gran's/grandma/grandma's (house)/to her mum's</b></li> </ul>	<b>2</b>	absorbs/checked. any mention of drink. any mention of journey.  grandparents/grandfather.
	(c)	<ul style="list-style-type: none"> <li>traffic (jams)/hold-ups/bottle necks <b>and</b> roadworks/work on the road</li> </ul>	<b>1</b>	
<b>3.</b>	(a)	<ul style="list-style-type: none"> <li>she would no longer/not have to get up (so) early (in the morning)</li> <li>she would no longer/not have to spend <b>hours/ages/a long time</b> (stuck) in traffic/nor have to spend <b>hours/ages/a long time</b> (stuck) in traffic</li> <li>she could work <b>quietly/peacefully/in peace</b> (at home)</li> </ul> <p><b>Any 2 from 3</b></p>	<b>2</b>	leave early/wake up.  she would no longer spend time in traffic.  easily.
	(b)	<ul style="list-style-type: none"> <li>she could work at her own pace/rhythm/rate</li> <li>she could/can concentrate/focus <b>more easily/easier/better</b> (on her work)</li> <li>if she did not finish her work during the day, she could do it/resume it/pick it back up/start it again/do more later in the evening/at night</li> <li>she could devote/dedicate <b>more time</b> to her leisure activities/pastimes/hobbies/leisure(s)</li> </ul> <p><b>Any 3 from 4</b></p>	<b>3</b>	she could work in her own time.  she could do it again.  she could focus on/concentrate on her leisure. consecrate more time on her leisure. free time/personal time/in her own time/spare time.

Question		Expected response(s)	Max mark	Additional guidance
				<b>Do not accept:</b>
4.	(a)	<ul style="list-style-type: none"> <li>it would be (very) easy to get/be distracted/lose focus <b>by what is going on/happening around you/because of things around you</b></li> <li>you could do extra/supplementary/additional hours/overtime <b>without realising/knowing</b> (it)/being aware.</li> <li>(Some employees) <b>lack/miss</b> interaction with (other) <b>colleagues/work mates/people at work/employees/workers</b></li> </ul>	3	<p>not 'distracted' on its own. what is happening to you.</p> <p>you could do extra hours without accounting for them/getting any credit.</p> <p>they need the interaction. the lack of interaction with others (no mention of work colleagues/work place).</p>
	(b)	<ul style="list-style-type: none"> <li>it is important to distance yourself/move away/go away/come away from <b>work and/to</b> relax/rest/chill (out)</li> </ul>	1	<p>separate when you work and when you relax. put off/postpone/set aside work. take time away from work. loosen up.</p>

Question		Expected response(s)	Max mark	Additional guidance
				<b>Do not accept:</b>
5.	(a)	<ul style="list-style-type: none"> <li>she could determine/choose/pick/work/decide/make her own <b>hours and the days</b> (she wanted to work)</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>she could determine/choose/pick/work/decide her schedule/timetable</li> <li>she could put money aside/save money (as she had no travelling expenses)</li> </ul>	2	any mention of 'fresh/cool' trips negates the point.
	(b)	<ul style="list-style-type: none"> <li>offer/give/treat/buy <b>herself</b> to (little) <b>treats/luxuries</b></li> <li>visit countries she has always <b>dreamed</b> of/visit her <b>dream</b> destinations/countries of her dreams</li> </ul> <p><b>Any 1 from 2</b></p>	1	<p>'treat herself' on its own. omission of 'treats/luxuries'.</p> <p>omission of 'herself'.</p> <p>visited countries she has always wanted to go to.</p>

Question	Expected response(s)	Max mark	Additional guidance
6.	<p>Assertion:</p> <ul style="list-style-type: none"> <li>the writer would recommend working from home</li> </ul> <p>Justification:</p> <ul style="list-style-type: none"> <li>the article highlights more advantages than disadvantages/the article presents mainly positive points and few negative points</li> </ul> <p>Examples:</p> <ul style="list-style-type: none"> <li>Céline did not have to spend so long travelling to work</li> <li>she did not have to get up so early</li> <li>she was less stressed after she started to work from home</li> <li>she could work at her own pace/she found it easier to concentrate</li> <li>she could devote more time to family and leisure pursuits</li> <li>retired people are able to continue working/do not have to give up work</li> <li>they can work hours and days to suit themselves</li> <li>it allows them to supplement their income/put money aside to afford luxuries and holidays</li> <li>examples of positive word choice eg thanks for, enthusiastic, the best of both worlds.</li> </ul>	2	<p>Award <b>2 marks</b> where the candidate provides a clear answer, with justification that shows an accurate reading of the text.</p> <p>Award <b>1 mark</b> where the candidate provides an answer which may contain some degree of misreading, but which offers evidence of some justification.</p> <p>Award <b>0 marks</b> where the candidate simply provides information to be found in the text by simply re-stating answers to previous questions.</p>

Question	Expected response(s)	Max mark	Additional guidance
7.	<p><b>Translate in to English:</b></p> <p><i>Après une longue journée . . . soupire-t-elle.</i> (lines 14-16)</p>	10	<p>The translation into English is allocated 10 marks. The text for translation is divided into a number of sense units. Each sense unit is worth 2 marks. Award marks according to the quality and accuracy of the translation into English.</p> <p>Award a mark for each sense unit, as follows</p> <p><b>2 marks - good</b> The candidate understands and conveys essential information and relevant details, clearly and accurately, with appropriate use of English.</p> <p><b>1 mark - satisfactory</b> The candidate understands and conveys essential information clearly and comprehensibly, although some of the details may be translated in an imprecise or inaccurate manner. They convey the key message in spite of inaccuracies and weaknesses in the use of English.</p> <p><b>0 marks - unsatisfactory</b> The candidate fails to demonstrate sufficient understanding of the essential idea.</p>

Text	Good - 2	Satisfactory - 1	Unsatisfactory - 0
<p><b>Unit 1</b></p> <p><i>Après une longue journée au travail, Céline rentrait tard à la maison.</i></p> <p><i>Après une longue journée au travail Céline rentrait tard à la maison.</i></p>	<p>After a long day at work, Céline came home late.</p> <p>After a long day (of) working</p> <p>Céline/she came/returned/would/used to come/return home late. Céline/she got back late to the/her house.</p>	<p>she was coming/returning home late. she did come home late. she drove home late.</p>	<p>any mention of journey/travelling</p> <p>any other tense - watch for repeated tense errors in later sense units. she drives/comes home late. omission of 'late'.</p>
<p><b>Unit 2</b></p> <p><i>Elle devait commencer tout de suite à préparer le repas du soir.</i></p>	<p>She had to start preparing the evening meal straight away.</p> <p>She/Céline had to start making the evening meal(s)/meal(s) for/of the evening immediately/instantly/at once.</p>	<p>dinner/tea/meal for/of the night.</p>	<p>any mention of 'duty'. omission of 'had to'. shortly/always/quickly/all at once <b>omission of "straight away"</b>. the rest/remainder. meal(s) at night.</p>
<p><b>Unit 3</b></p> <p><i>Une fois les enfants couchés,</i></p>	<p>Once the children were in bed,</p> <p>Once the kids were put/went to bed,</p>	<p>when</p> <p>asleep/fall asleep/go to sleep/lying down (in bed)</p>	<p>one time</p> <p>infants nap</p>

Text	Good - 2	Satisfactory - 1	Unsatisfactory - 0
<p><b>Unit 4</b></p> <p><i>elle s'effondrait dans un fauteuil devant la télé.</i></p>	<p>she collapsed in(to) an armchair in front of the TV.</p> <p>she would collapse/used to collapse on (to) an armchair in front of the TV/television.</p>	<p>she fell in/on to she could collapse</p> <p>chair/seat. <b>the</b> armchair.</p>	<p>over/under was/became overwhelmed she collapsed (it wasn't her fault)</p> <p>slept/sits in an armchair sofa/wheelchair/rocking chair</p>
<p><b>Unit 5</b></p> <p>« <i>Je n'en pouvais plus</i> » soupire-t-elle.</p>	<p>“I could not <b>take</b> (it) <b>anymore</b>”, she sighs.</p> <p>“I could not <b>take it any longer</b>”, she sighs/sighed.</p> <p>“I was <b>no longer</b> able to <b>take it</b>”, she sighs/sighed.</p>	<p>“I couldn't <b>do</b> this anymore”. “I was exhausted”. sighs/sighed <b>to herself</b>.</p>	<p><b>omission of 'anymore/any longer'</b> I can't/couldn't take it. I need more. I can't/couldn't do more/much more. I can't/couldn't anymore/any longer.</p> <p>Omission of 'she sighs/she sighed' Any mention of 'power' or 'energy'. (mistranslation of 'pouvoir')</p>

[END OF MARKING INSTRUCTIONS]