



National
Qualifications
2026

2026 French

Reading and Translation

Advanced Higher

Question Paper Finalised Marking Instructions

These marking instructions have been prepared by examination teams for use by Qualifications Scotland appointed markers when marking external course assessments.

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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) If a specific 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.
- (d) Award a mark to each answer. Marks are not transferable between questions.
- (e) 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.
- (f) Credit should be given according to the accuracy and relevance of candidates' 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(s)	Max mark	Additional guidance
					Do not accept:
1.	(a)		- workers or employees would dream about working at least one day a week from home - coming up against the scepticism/reluctance from employers	2	salaries
	(b)	(i)	less than 5% of workers worked from home before the pandemic then suddenly it rose to approximately 40%	1	
		(ii)	- it triggered/brought about/led to a change in attitudes - it transformed the way we think about work - it accelerated the existing trend of people working from home	3	had/there was a change...
	(c)		is it here to stay or a fleeting trend?	1	
2.			- reduces daily travel times - improves work-life balance - allows workers to better focus on their tasks without interruptions - manage their work schedule freely Any 3 from 4	3	interrupting
3.			- can prove dangerous for health and morale (they) often feel like they must be more productive than their colleagues who work on site/prove that they are not content to do nothing at home (in an armchair) (sometimes leads them to) work more hours than necessary - can blur the line between their professional time and their personal time Any 3 from 4	3	morality

Question			Expected response(s)	Max mark	Additional guidance
					Do not accept:
4.	(a)		an increase in stress and anxiety level amongst young workers (since the introduction of remote working)	1	
	(b)		42% of people who work at home admit to waking up several times a night compared to 29% of people who work at their workplace	1	more times
5.	(a)		they are worrying but not surprising/shocking	1	
	(b)		the lack of human connection is a common complaint	1	current
	(c)	(i)	- when working remotely we miss social cues of a busy office - When working remotely we lose essential social interactions Any 1 from 2	1	
		(ii)	- meeting by chance in the office corridors - having a drink after work - asking for news/asking questions about the weekend Any 2 from 3	2	
6.			- working without a suitable workspace at home/on a couch/bed can cause pain/stiffness/scoliosis - lack of movement/physical activity can lead to being overweight - continuous use of screens will cause deterioration of eyesight Any 2 from 3	2	
7.			a team of researchers and engineers is focusing on the issue of the health of remote workers and is working to create a home-working environment suitable for long-term remote work	1	

Question			Expected response(s)	Max mark	Additional guidance	
8.			Content - To inform the reader about the increase in remote working since COVID, weighing up its advantages and disadvantages - overall, the writer presents a picture of remote working which is more negative than positive. Stylistic features: - A lively, engaging text - use of questions to involve the reader (Title, lines 11, 21, 59, 60), casual tone of sub-heading - 'tout n'est pas rose', with a more personal slant when moving on to the negatives, in giving the first-person account of Louise Plombier - the text is well thought-out with a clear structure, emphasising the positive and negative aspects backed up by research, the use of statistics and accounts from scientific expert (Nicole Durand) - initially well-balanced, non-emotive language mentioning the many advantages that home working brings, gradually leaning towards negatives, including a stark look at the consequences - emotive language - souffrir de courbatures, dégradation de la vue, on peut donc s'inquiéter . . . The last two paragraphs have a more serious tone as they highlight the negative impact on the body.	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 response(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 response(s)	Max mark	Additional guidance
9.			Translate the underlined section into English: <i>Lorsque Louise Plombier . . . pour mes collègues !»</i> (lines 29-36)	20	The translation into English is allocated 20 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. Award a mark for each sense unit, as follows: 2 marks - good The candidate understands and conveys essential information and relevant details, clearly and accurately, with appropriate use of English. 1 mark - satisfactory 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. 0 marks - unsatisfactory The candidate fails to demonstrate sufficient understanding of the essential idea.

Sense Units	Good - 2	Satisfactory - 1	Unsatisfactory - 0
Unit 1 <i>Lorsque Louise Plombier a appris qu'un poste en télétravail était disponible,</i>	When Louise Plombier learned/heard that a job working from home/a teleworking job/a work-from-home position was available,	a post in teleworking	
Unit 2 <i>elle a sauté sur l'occasion de postuler.</i>	she jumped at the chance to apply.	jumped on	occasion
Unit 3 <i>Louise voulait travailler à distance depuis longtemps.</i>	Louise had wanted/had been wanting to work from home for a long time.		has wanted to used to want to wanted to
Unit 4 <i>Elle pensait qu'être basée à domicile ne poserait pas de problème.</i>	She thought/used to think that being home-based wouldn't be a problem.		wrong tense (didn't pose...)
Unit 5 <i>Elle explique : « Je croyais vraiment qu'éliminer le temps de trajet m'apporterait des avantages ».</i>	She explains: "I really believed/would believe that removing travel time would benefit me.	she says eliminate omission of m'	wrong tense

Sense Units	Good - 2	Satisfactory - 1	Unsatisfactory - 0
Unit 6 <i>Mais au cours des derniers mois, elle a commencé à avoir des doutes.</i>	But over the past few months, she has begun/began to have doubts.	however month (sing.)	
Unit 7 <i>« Travailler seule toute la journée, surtout lorsque mon partenaire part à l'étranger,</i>	“Working alone all day, especially when my partner goes abroad,	is (away) abroad	wrong tense
Unit 8 <i>est devenu difficile à supporter », ajoute-t-elle.</i>	has become/became hard to bear”, she adds.		wrong tense support
Unit 9 <i>« Parfois, je ne vois personne de toute la semaine, ce qui peut être très solitaire.</i>	“Sometimes, I don’t see anyone all week, which can be very lonely.	a person/people very solitary this/it can be	
Unit 10 <i>Il y a des jours où j’ai l’impression de n’être qu’une adresse mail pour mes collègues! ».</i>	There are days when I feel like I’m nothing but/no more than/only an email address for my colleagues!”	not more than days where	

[END OF MARKING INSTRUCTIONS]