



National  
Qualifications  
2019

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**2019 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	Max mark	Additional guidance
				<b>Do not accept:</b>
1.	(a)	<ul style="list-style-type: none"> <li>• <u>save</u> (money) for/finance/financing your studies/education</li> <li>• <u>pay</u> for (their/your) <u>driving</u> licence/permit</li> <li>• treat yourself to/buy/pay for/get <u>designer/branded</u> clothes/clothing</li> </ul> <p>Any 2 from 3</p>	2	<p>make money</p> <p>pay for driving/driving lessons</p>
	(b)	<ul style="list-style-type: none"> <li>• overwhelmed/very busy/overloaded (during the summer/holiday season)</li> <li>• to replace/stand in for employees/staff/workers/wage earners/salaried people <u>who go on holiday</u></li> </ul>	2	<p>excess load</p> <p>busy (without very)</p> <p>salary/salaries</p> <p>salary workers</p> <p>replace the wages/salaries</p>
	(c)	<ul style="list-style-type: none"> <li>• not having any/having no/lacking <u>work</u> experience/experience of the world of <u>work</u></li> <li>• (sometimes) lacking maturity/are not mature enough/they are less mature</li> </ul>	2	<p>less/little</p> <p>has no experience (without work)</p> <p>not mature</p> <p>fail on maturity</p>

Question			Expected response	Max mark	Additional guidance
					<b>Do not accept:</b>
2.	(a)		<ul style="list-style-type: none"> <li>do not wait until/decide/apply at the last minute/moment (to look/search for/apply for a job)</li> </ul>	1	to wait for the right moment
	(b)		<ul style="list-style-type: none"> <li>do you (just) want to earn money/are you in it for the money/just to earn money</li> <li>(or) get/have a (true/real/genuine) experience for your/the <u>future</u></li> <li>would you prefer to/rather work with <u>children/kids, behind a desk or outdoors/outside</u></li> </ul> <p>Any 2 from 3</p>	2	<p>do you want a fair wage?  how much money you wish to earn  to earn good money  to be given money</p> <p>real experience of the future</p> <p>infants/young people/teenagers  behind an office/in a back office</p>
	(c)	(i)	<ul style="list-style-type: none"> <li>a job involving contact with the public/interacting/working/talking with the public (such as a waiter)</li> </ul>	1	waiter (on its own)
		(ii)	<ul style="list-style-type: none"> <li>doing/washing the dishes/doing the washing up/a dish washer in restaurants</li> <li>pick (up)/gather/collect fruit <u>and</u> vegetables in <u>southern countries/countries in the south</u></li> </ul> <p>Any 1 from 2</p>	1	<p>diving  a washer in a restaurant</p> <p>selling  in the south of the country/countries  in south</p>

Question		Expected response	Max mark	Additional guidance
				Do not accept:
3.	(a)	<ul style="list-style-type: none"> <li>her <u>best</u> friend <u>who worked there</u> (for the second year)</li> </ul> <p>NB: ignore tense error.</p>	1	
	(b)	<ul style="list-style-type: none"> <li>look for/collect/get/find wood for the (evening) (camp) fire</li> <li><u>check</u> the tyres <u>and</u> brakes on the <u>bikes</u></li> <li>(every other night), sort the rubbish/waste <u>and</u> separate/recycle the plastic <u>and</u> glass (in recycling boxes/bins)</li> </ul> <p>NB: need to have the idea of sorting rubbish/waste <u>and</u> the idea of recycling plastic and glass to get the mark.</p>	3	any mention of drinks as a mistranslation of 'bois'  fix wheels  scrap bottles (too specific)
4.	(a)	<ul style="list-style-type: none"> <li>first step/stage/stop/point to convince/persuade businesses/companies/employers</li> </ul> <p>NB: also accept singular: business/company/employer.</p> <ul style="list-style-type: none"> <li>it shows who you are <u>and</u> your strengths/good/strong points/attributes</li> <li>it shows what distinguishes you/makes you different/stand out (from other candidates)</li> </ul> <p>Any 2 from 3</p>	2	why you are better
	(b)	<ul style="list-style-type: none"> <li>(explain) <u>how/why</u> a summer job is going to help/benefit/serve you in the future</li> </ul>	1	that a summer job will serve you in the future a job to serve in the future what you can serve in the future

Question	Expected response	Max mark	Additional guidance
5.	<p>2 marks - positive and negative assertion plus examples. 1 mark - either a positive assertion plus example(s) or a negative assertion plus example(s).</p> <p><b>Balanced</b> Overall the writer is quite/fairly/reasonably optimistic about young people <b>finding</b> summer jobs with some/a few reservations/hesitations/worries because + <b>positive and negative examples</b>. = 2 marks</p> <p><b>Examples of possible justifications</b></p> <p><b>Positive</b></p> <ul style="list-style-type: none"> <li>• range of jobs on offer</li> <li>• businesses need staff for the summer</li> <li>• lots of jobs for different types of people</li> <li>• needs from the industry</li> <li>• no real need for qualifications</li> <li>• only requirement is to be over 16</li> <li>• despite your language skill you can get a job</li> <li>• a testimony of a young person who got a job</li> </ul> <p><b>Negatives</b></p> <ul style="list-style-type: none"> <li>• you need the necessary experience</li> <li>• quite basic jobs for example, dish washer and picking fruit and vegetables</li> <li>• you need to be mature</li> <li>• you need language skills</li> <li>• you need a good CV and covering letter</li> <li>• you need good qualifications to get a better job for example, the bafa</li> <li>• difficult to get a job as millions of young people apply</li> <li>• you need to be competitive as only a few hundred thousand get a job</li> </ul>	2	<p>Award 2 marks where the candidate provides a clear answer, with justification that shows an accurate reading of the text.</p> <p>Award 1 mark where the candidate provides an answer which may contain some degree of misreading, but which offers evidence of some justification.</p> <p>Award 0 marks where the candidate simply provides information to be found in the text by simply re-stating answers to previous questions.</p>

Question	Expected response	Max mark	Additional guidance
	<p><b>Positive</b> The writer is optimistic about young people <b>finding</b> jobs because they discuss how different sectors look for young people to work for them and how different skills open different jobs for them in the summer. = 1 mark</p> <p><b>Negative</b> The writer is not optimistic about young people finding jobs because they emphasise the fact that there are so many people applying for jobs that it is now much harder to get a job. = 1 mark</p> <p><b>NB: ignore reference to the benefits of having a job.</b></p> <p><b>In the examples below the candidate has not answered the question about finding a job and has only mentioned the benefits of having a job.</b></p> <p>The writer is optimistic because students can save money to fund studies and pay for a driving licence. = 0 marks</p> <p>It's good experience for future jobs. = 0 marks</p>		

Question	Expected response	Max mark	Additional guidance
6.	<p>Translate into English:</p> <p><i>En revanche . . . loin de chez soi. (lines 33-36)</i></p> <p>On the other hand, I (have) loved the contact with children.</p> <p>Native to the Paris region, they sometimes had to be comforted because they missed their family.</p> <p>The youngest (ones) were only five (years old) and at that age, two weeks is (a) long (time) when you are far/away from (your own) home.</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
<b>Unit 1</b> <i>En revanche, j'ai adoré le contact avec les enfants.</i>	On the other hand, I (have) loved (the) contact with children.		
En revanche	On the other hand	However	In return/vengeance
j'ai adoré le contact avec les enfants	I (have) loved (the) contact with (the) children/kids.		I love spending time infants/young people/teenagers
<b>Unit 2</b> <i>Originaires de région parisienne, il fallait parfois les reconforter</i>	Native to the Paris region, they sometimes had to be comforted  Originating from the Paris region, we sometimes had to comfort them		
Originaires de région parisienne,	Originating/coming/being from/native to the Paris/Parisian region/area,	Locals/natives of the Paris region/area Native of a Parisian region/area People/those from the Paris region/area They are natives of/from the Parisian region/area  From Paris (omission of region or area) They came from Paris	Originating of the Paris region/area Originates from the Paris region/area Originally from the Paris region/area <u>A</u> native (singular) To be native Natives in the Paris region/area
il fallait parfois les reconforter	they sometimes had/needed to be comforted/needed comforting  you/we/one sometimes had/needed to comfort them  it was sometimes necessary to comfort them	omission of 'sometimes'  I sometimes had to comfort them they sometimes needed comfort	you <b>must/should</b> sometimes comfort them  I <b>have</b> to comfort them (unless R.E. from sense unit 1)  it <b>is</b> sometimes necessary to comfort them (unless R.E. from sense unit 1)  they sometimes had to comfort them

Text	Good - 2	Satisfactory - 1	Unsatisfactory - 0
<u>Unit 3</u> <i>parce que leur famille leur manquait.</i>	because they missed their family.		
parce que leur famille leur manquait.	because they missed/were missing their family/families.	omission of 'because' because they miss/are missing their family (unless R.E. from sense unit 1 or 2)	because their family missed them because their family is missing
<u>Unit 4</u> <i>Les plus jeunes n'avaient que cinq ans</i>	The youngest (ones) were only five (years old)		
Les plus jeunes n'avaient que cinq ans	The youngest (ones) were only five (years old)	The younger ones The youngest one	The young Most/more/many young people Lots of young people Omission of 'only' No more than 5 years

Text	Good - 2	Satisfactory - 1	Unsatisfactory - 0
<p><u>Unit 5</u></p> <p><i>et à cet âge-là, deux semaines c'est long quand on est loin de chez soi.</i></p>	<p>and at that age, two weeks is (a) long (time) when you are far/away from (your own) home.</p>		
<p>et à cet âge-là, deux semaines c'est long</p>	<p>and at that/this age, two weeks is (a) long (time)</p>	<p>omission of '<u>and</u>' omission of 'at that age'</p> <p>two weeks <u>was</u> long</p>	<p>and of this age</p>
<p>quand on est loin de chez soi.</p>	<p>when you are/one is/they are far/away from/a long way from (your/one's/their own) home.</p>	<p>we are our home when they <u>were</u> away from home from your house</p>	<p>omission of 'home' far from yourself/themselves by themselves</p>

[END OF MARKING INSTRUCTIONS]