



**2011 French**

**Advanced Higher**

**Reading and Translation**

**Finalised Marking Instructions**

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## A General Procedure

- 1 Before marking proper begins, it is the responsibility of the marking team to fix appropriate standards. The marking process will therefore be divided into two stages: a **preliminary** stage which will be exploratory and aimed at establishing the standards to be applied, and the **marking** stage when scripts will be marked according to an agreed scheme, on the basis of photostat scripts.

- 2 **Preliminary Stage**

This covers the period from the time the Markers receive their scripts and photocopies to the Markers' Meeting.

When you receive the first batches of scripts, you should read a sufficient number to feel you have a reasonable impression of the general level of the candidates' work, then mark, **provisionally** and in pencil only, as many as you can before the Markers' Meeting with the purpose of testing how the Marking Instructions work in practice. While carrying out this provisional marking, any points which have not been covered by the key, and any other points which may help with the process of standardisation, should be entered on one of the copies of the Marking Key.

The photostat copies should also be marked and brought to the Markers' Meeting, where they will serve as a basis for comparison of standards and general discussion on marking.

- 3 **Markers' Meeting**

In discussion of these Instructions and the photostat scripts, you will have the opportunity of discussing any points of difficulty or any doubt on matters of procedure or marking. You should bring both copies of the Marking Instructions to the meeting, the one with the preliminary notes, the other for the insertion of any amendments made at the meeting. The second, revised copy should be used as the basis for the marking proper. The decisions made at the Markers' Meeting will be binding on Markers, and the Marking Instructions, as revised, must be followed closely. Should any reservations occur to you during the course of marking proper, you should mention them in your report, but if the preliminary stage is carried out thoroughly, such reservations should be very infrequent.

You may also bring selected scripts with you to the Markers' Meeting if you have encountered any particular points of difficulty which may warrant the examination of complete scripts. However you must scrupulously observe the Scottish Qualifications Authority's ruling that scripts may not be read or marked in public places or on public transport. In general, you must observe the highest standards of caution when carrying scripts about with you. (See Terms and Conditions of Employment of Markers on Form Ex51(a) sent with your letter of invitation to serve as a Marker.)

#### 4 **Marking Stage**

This covers the period from the Markers' Meeting until the final date for the return of scripts to SQA. By that date all marked scripts, Mark Sheets and Reports should be returned to SQA.

Marking should be carried out according to the scheme which follows, taking into account any modifications which may be decided on at the Markers' Meeting.

The mark for this Paper is out of 50.

In the case of serious doubt about an assessment, you must award a mark and then refer the piece of work to the Principal Assessor. To do this, write "PA Referral" underneath the "For Official Use" section on the front of the script and complete a Principal Assessor Referral form (copies of which are enclosed in your Marker's pack). (Also see 'Entries on the Mark Sheets' sub-para 3) **Do not write the reasons on the script itself. Do not make an entry on the outside of the envelope.**

#### **General criteria for marking**

Translation:

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.

<b>Category</b>	<b>Mark</b>	<b>Description</b>
Good	2	Essential information and relevant details are understood and conveyed clearly and accurately, with appropriate use of English.
Satisfactory	1	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.
Unsatisfactory	0	The candidate fails to demonstrate sufficient understanding of the essential information and relevant details. Errors may include mistranslation and/or the failure to translate relevant details.

#### **B Detailed Marking Key**

See attached sheets for detailed notes on each question.

**French Advanced Higher – Reading and Translation**

<b>Questions/Acceptable answers</b>	<b>Unacceptable answers</b>	<b>Acceptable</b>
<p><b>1 (a)</b> Explain why in France the issue of Sunday working is described as a “saga”.</p> <ul style="list-style-type: none"><li>• The subject has been debated/a hot topic of discussion, for many years/hundreds of years/ (in France) and the debate is still going on/there has been a lot of media attention <u>recently</u></li><li>• The law was brought in (in 1814) by pressure <u>from the church</u></li><li>• Abolished in 1880 and brought back in 1906 (for workers and businessmen)</li></ul>	<p>It has been an intense battle</p>	<p>On the table</p>
<p><b>(Any 2)</b></p>		

Questions/Acceptable answers	2 marks	Unacceptable answers	Acceptable
<p>(b) Despite the current law, the hypermarket Leroy Merlin opens on Sundays. What have been the repercussions of this for this business?</p> <ul style="list-style-type: none"> <li>The hypermarket Leroy Merlin is fined (€50,000) <u>for every Sunday it opens</u></li> <li>The sum of this fine equates to/is equivalent to, the same amount as total Sunday sales/ takings</li> </ul>		<p>For being open on a Sunday.</p> <p>For opening on a Sunday</p>	<p>Sunday business</p>

**Questions/Acceptable answers**

2 (a) From the perspective of Stéphane Calmès of Leroy Merlin, what would be the advantages of the new law legalising Sunday working?

**2 marks**

- It will allow them to 'normalise'/regularise/protect an old tradition/longstanding situation

**OR**

It allows them to justify their Sunday 'doors open' policy/they've already been opening 20 of their shops on a Sunday for the past 30 years

- They will avoid the €50,000 fine for opening on Sunday **(If not already mentioned in Q1)**
- It will meet the needs/wishes/demands of customers/demanded by customers
- It will allow/guarantee extra/supplementary hours for staff/Overtime payments for staff

**(Any 2)**

**Unacceptable answers**

**Acceptable**

Allowance of the regulation  
Regulate

Ancient situation/problem/  
idea/system (On its own)

Any mention of 'politics'

**for/from** the demand of  
customers

Guaranteed higher wages  
Extra Money

**Questions/Acceptable answers**

**Unacceptable answers**

**Acceptable**

**(b)** What does he hope will continue if businesses and employees are to benefit from the new law?

**1 mark**

- He hopes that customers affected by/In spite of/ during, the Credit Crunch/Economic crisis, will not change their (shopping) habits/will carry on as before

**3. (a)** How does the author show the importance for students of working on Sundays?

**4 marks**

- Staff earn twice the amount/double time/a double wage, on that day
- Some depend on it to pay for their studies/ university fees/They will have difficulty in paying their fees
- Amine Dakkir earns €800 a month (by working at Leroy Merlin) at the weekend & has been able to rent a studio flat
- His job before/his previous job was delivering pizzas **AND** was very tiring **OR** he earned/used to earn, nearly half the amount/two times less

Any reference to 'envy'

Valid translation from M. Fritzl's quote

A higher salary

Accommodation

Twice as less

Questions/Acceptable answers	2 marks	Unacceptable answers	Acceptable
<p><b>(b)</b> Why, according to Djamel Belal, is Sunday opening for shops and businesses vital to the economy?</p> <ul style="list-style-type: none"> <li>• They make/take/do 35% of their turn-over/business (on a Sunday/on that day)</li> <li>• 14,800 jobs/employment opportunities could be created nationally</li> </ul>		<p>Any mention of ‘affairs’ or ‘today’</p> <p>Impression that these jobs have already been created</p>	<p>(they) fulfil 35% of their turnover/revenue...</p> <p>Nationwide/in France Are able to be/can be, created</p>



**Questions/Acceptable answers**

**4. (a)** Small businesses fear that they may lose out from opening on Sundays. What are their initial concerns? **2 marks**

- It will distort/skew competition
- Shopping/Consumers/consumption/business, will be pushed from/will move from, during the week to the weekend
- People will be more likely to use larger outlets/ shopping centres/hypermarkets rather than smaller independent/specialist/craft shops

**(Any 2)**

**Unacceptable answers**

Affect/change (competition)  
There will be more competition

Any use of the negative from 'ne' before subjunctive

***(Beware possible REs between these two points)***

Any mention of 'surfaces/ areas'

From self-employed to large businesses

**Acceptable**

Artisans/craftsmen

Questions/Acceptable answers	3 marks	Unacceptable answers	Acceptable
<p><b>(b)</b> According to Jean-Pierre Lehmann, how might shop owners and customers lose out financially from shops opening on a Sunday?</p> <ul style="list-style-type: none"> <li>• Shopkeepers will have to pay their employees even more</li> <li>• Offer them a day off/day of recuperation</li> <li>• They'll end up eating into their turn-over/profits/ Profit(s)/turnover will be down/decrease</li> <li>• <u>They'll have to put up prices</u> (in order to be able to meet the extra costs of opening on a Sunday)</li> </ul>	<b>(Any 3)</b>	<p>Pay more <b>to their salaries</b> <i>Idea that this is already happening</i></p> <p>Any mention of 'affairs' <i>(Possible RE from Q3B)</i></p> <p>(Idea that this is already happening)</p>	<p>'should' pay... Pay more salaries IN their salaries</p> <p>In lieu/compensation In/of recompense</p> <p>Make things more expensive</p>
<p><b>(c)</b> What other concern does Christophe Le Compte voice about how workers will be affected by working on, what has been for a long time, a day of rest?</p> <ul style="list-style-type: none"> <li>• Rest (time)/time off will be eaten into/split/broken up/fragmented, and so <u>will not be as restorative/refreshing/repairing/recuperative/beneficial</u> (as it once was)</li> </ul> <p><b>OR</b> they will not be refreshed</p>	<b>1 mark</b>	<p>Not any better Not the same as</p>	

Questions/Acceptable answers	4 marks	Unacceptable answers	Acceptable
<p>(d) In what ways has Sunday working affected the life of Jean-Yves Melois and his family?</p> <p><b>Before</b></p> <ul style="list-style-type: none"> <li>• Sundays used to be given up for family <u>outings/trips</u></li> <li>• DIY would even have been out of the question (on a Sun in the past)</li> </ul> <p><b>Now</b></p> <ul style="list-style-type: none"> <li>• (Since his employer started opening on a Sunday), he cannot/it is difficult to, resist working for the extra money</li> <li>• Now his wife will have to look after the children (alone) on Sundays</li> <li>• They will no longer be able to invite the in-laws/ their parents/grand parents, for a (full) <u>family meal</u></li> </ul>		Family things/for family time	

(Any 4)

5. Now consider the balance of the whole article. Do you think that the author feels positive or otherwise about the prospect of shops and businesses asking people to work on Sundays? With close reference to the article, justify your answer. 7

**General Statement:**

The author presents arguments for and against Sunday working and highlights benefits and losses that would result. Overall the author gives the impression that he would regret the introduction of Sunday working and that more would be lost than gained.

**Points in favour of Sunday working:**

- He outlines how the law would benefit Leroy Merlin, by avoiding fines for Sunday opening.
- Sunday work is a clear benefit for students, helping them to pay for lodgings, and not having to spend entire evenings working longer, and for less money, as used to be the case for Amine Dakkir. This would infer that students will be able to make more of their time to actually study!
- The author goes on to hinge the importance of the law on statistics; that according to Djamel Belal, 14800 jobs could be created alone, through opening on a Sunday. A spokesman for one group of shop owners across two Parisian shopping centres also claims that these businesses make up to 35% of their overall turnover on a Sunday, which is enormous for one day's takings.
- The author outlines M. Fritzl's plight owing to her employer (Castorama), closing on a Sunday, following complaints from her Union.
- The author ends this paragraph on a very powerful note which engages the reader further into the argument – because at the age of 60, she had to beg for her childrens' help. She also 'took to the streets' to show her strength of feeling of her employer no longer opening on a Sunday.
- The author's use of statistics is also another way in which he tries to engage the reader further – the fact that M. Fritzl will lose an entire €320 a month, as well as the fact that there are now 3500 people signed up to the Sunday Workers' federation, fighting for employers to open and pay their workers on a Sunday.

**Points against Sunday working:**

- The very fact that the author has a sub-heading 'Les Perdants' for the introduction to the second half of the article might suggest that he is against the idea of Sunday opening, as there is not a heading of 'Les Gagnants' to counter balance the discussion the other way.
- The author immediately launches into concerns over Sunday opening. He lays this argument out clearly and systematically; the argument seems to be two-fold: concerns for consumer behaviour, impacting on the economy and shops/businesses having difficulty adapting to Sunday opening, by having to pay employees even more, which shall push up prices, and thus will have the biggest impact on consumers on the lowest incomes.
- The author then takes a more 'personal' slant on the argument, talking about people's rest time being broken up. He even questions employees' inability to say 'no' to their employers, and so detracting from the very fact that Sunday work, if the law goes ahead, is supposed to be in actual fact on a voluntary basis. He even states that the voluntary concept of Sunday working seems to him to be 'idealistic'.

- Jean-Yves Melois' experience of his family life change gives the article a whole different perspective. It shows exactly how real employees and their families can be affected by Sunday working. The only other allusions to this in the article were M. Fritzl, Amine Dakkir's cases. However, the author takes a much more in-depth and personal point of view from J-Y Melois.
- The last short paragraph is thought-provoking for the reader; The author tries to bring the article to a conclusion by summing up what a Sunday has always traditionally been about in France by stating that: «It's not for no reason that we used to talk about 'a Sunday croissant', 'a Sunday coffee', and 'Sunday attire'» Then the last sentence almost comes as a shock when the author poses the rhetorical questions: 'And what about Sundays in the future? What will people talk about? Sunday planners? How absurd!'
- However, on the same note in this paragraph, the author does highlight the huge financial benefits that J-Y Melois has not been able to resist, as a result of being given the opportunity to work on a Sunday.
- The fact that the author has chosen to put an exclamation mark after the clause where he states that; because of J-Y Melois working on a Sunday, it will in future be out of the question to have a family meal with his in-laws – indicates perhaps that this in fact is no great loss to him. This might even suggest that he would prefer to work than to eat with his in-laws.

**Stylistic features:**

- The opening: author starts off on an uncertain note through his use of rhetorical questions.
- The sub-heading: Les Perdants.
- The use of statistics.
- The ending: sense of loss of traditional values.

There are pegged marks for question 5: 7, 5, 3, 1 or 0

This question requires the candidate to display appropriate inferencing skills. Points given above illustrate inferences which are clearly appropriate. It is not necessary to mention all of them to gain full marks in this question. Markers should use their own professional judgement on the appropriateness of any other inference drawn by the candidate, backed up with reference to the text. Credit should be given for well-developed answers.

**Pegged Mark Criteria for Question 5 (inferential question)**

- A pegged mark must be awarded only after reference to the specific guidance given above.
- A range of performance is available within each of the criteria.
- A mark of zero will be awarded to a performance which offers no appropriate inferencing skills, as outlined in the criteria for the other pegged marks.

<b>Pegged Marks</b>	<b>Criteria</b>
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 Marking Instructions.
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.

## **6. Translation into English**

The translation into English is awarded 20 marks. The text for translation will be divided into 10 sense units. Each sense unit is worth 2 marks, which will be awarded according to the quality and accuracy of the translations 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.

**Please also refer to Marking Criteria P3.**

**TRANSLATION**  
**UNIT 1**

TEXT	Accept (2)	(1)	Reject (0)
<p>«Empêcher les gens de travailler le dimanche, c'est injuste et lamentable! »</p>	<p>“Preventing/Stopping/To prevent/stop people from working on Sunday(s)/on a Sunday  (it) is unfair/unjust and appalling/ pathetic/terrible/lamentable/ deplorable/disgraceful/ridiculous!”</p>	<p><b>The</b> people/workers  “It” for ‘c’est’  Injust/pitiful/contemptable</p>	



**UNIT 2**

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
Vendeuse dominicale  depuis vingt-deux ans,  Michèle Frizl ne décolère pas.	A Sunday worker/sales assistant/ shop assistant/saleswoman/retail worker <i>or</i> assistant  for 22 years (now),  Michele Frizl is (still) angry/fuming/ has not calmed down/will not calm down	Seller/vendor/salesman/ Omission of 'A'  20/25 years SINCE 22 <u>years</u>  Doesn't calm down	Buyer Omission of Sunday  Since 22 years old

**UNIT 3**

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
Elle se bat avec passion  au sein de la Confédération générale des travailleurs du dimanche,	She has been/is fighting/fights passionately/with passion/she is a passionate activist/she is fighting with passion  within/inside/at the heart of/in the midst of the General (Con)Federation for Sunday Workers	She has fought  In the bosom of/in the midst of	In the name of In her bosom

**UNIT 4**

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
association créée en 2008,  qui revendique 3500 adhérents.	an association created/set up/ founded in/established in 2008,  which claims (to have) 3500 members/which lays claims/which boasts 3500 members.	Omission of "An" ( <i>Beware possible RE</i> )  WHO claims.... Which has/has gathered Supporters	A society  Which claims responsibility for Which demands 3500 supporters

**UNIT 5**

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
Depuis que son employeur a été obligé  de baisser le rideau le dimanche,	Since/Ever since her employer was/has been forced/obliged  to shut up/close (up shop)/stop opening on (a) Sunday(s)	After Was obligated  To lower the shutters/blinds	Since that Since then  <i>Any mention of 'curtain(s)'</i> To pull down the curtain

## UNIT 6

TEXT	Accept (2)	(1)	Reject (0)
à la suite de plaintes de son syndicat,  Michèle a perdu 320€ de revenus mensuels.	following/owing to/due to/as a consequence/result of complaints from her (trade) union,  Michele lost/has lost €320 from her monthly salary/monthly income/has lost €320 income a month.	'their/its' ( <i>trade union</i> ) Due to Following successive complaints From her organisation  Lost €320 in monthly revenue	One complaint after another <b>Complaints to</b> her union/ trade unionist Syndicate

**UNIT 7**

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
Salariée de l'hypermarché Castorama  dans la banlieue parisienne,	(As) an employee of/salaried employee of/worker in/employed by/on the payroll of the Castorama hypermarket  in the Parisian suburbs/in the suburbs of Paris/on the outskirts of Paris,	A wage earner of... On the salary of ... Paid by..... A worker of..... Hypermarket Castorma  On the edge of Paris In a suburb of Paris In the Paris region	Salaried by.....

**UNIT 8**

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
elle a dû, à 60 ans,  quémander l'aide de ses enfants.	at the age of 60, she had/has had to  beg for her children's help/the help of her children/beg her children for help.	She must/needs to/had had to  She had to ask for...	Beg <b>for</b> her children

**UNIT 9**

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
Alors, l'an dernier,  pour manifester son mécontentement,	(And) So/therefore/then/as a result, last year/a year ago  in order to show/express/make evident/demonstrate her displeasure/discontent/ dissatisfaction/unhappiness/ disapproval/annoyance	Then/Thus The previous year Omission of 'Alors'  To protest her discontent Manifest	To add to her discontent



**UNIT 10**

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
elle est descendue dans la rue  pour la première fois de sa vie.	she took to the street(s) (in protest)/ she went on a protest/demo  for the first time in her life/ever.	She went down/descended onto/into/ on, the street(s) She protested  ...of her life For the very first time	Went down (on) the street Was lowered to the street Was put onto the street Had to live on the street She fell/slept .....

[END OF MARKING INSTRUCTIONS]