



National  
Qualifications  
2023

---

**2023 French**

**Reading**

**Higher**

**Finalised Marking Instructions**

© Scottish Qualifications Authority 2023

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

The information in this document may be reproduced in support of SQA qualifications only on a non-commercial basis. If it is reproduced, SQA must be clearly acknowledged as the source. If it is to be reproduced for any other purpose, written permission must be obtained from [permissions@sqa.org.uk](mailto:permissions@sqa.org.uk).

## 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.	(a)		<ul style="list-style-type: none"> <li>they are <b>faced/confronted</b> with/<b>exposed to/come across</b> multiple/many/numerous/lots/a lot of risks/dangers from/in/of the <b>virtual/online</b> world</li> </ul>	1	omission of faced with/exposed to omission of virtual/online
	(b)	(i)	<ul style="list-style-type: none"> <li>swallowing (a) drink(s) <b>in one go/straight/to the bottom/whole/</b> (an) <b>entire</b> glass(es) <b>of drink/</b>downing a drink/alcohol/drinking shots (in front of a camera)</li> <li>jumping <b>in/into</b> freezing/ice-cold/icy/frozen (over)/ice water/ice</li> </ul>	2	swallowing glass/a glass bottom dry swallowing a drink as quickly as possible any mention of dry any specific drink eg beer drinking shots of a specific type of drink eg tequila  jumping <b>on</b> ice/ <b>on</b> frozen water ice-bucket challenge ice-cream
		(ii)	<ul style="list-style-type: none"> <li>post/upload (the/their/that) video on social media/online</li> <li><b>choose/select/nominate/pick/find</b> a person to do the same (challenge/thing) <b>within/in 24 hours</b></li> </ul> <p><b>Any 1 from 2</b></p>	1	any mention of a specific social media any mention of a train/trains wait for someone to do the same any mention of meme(s)
2.	(a)		<ul style="list-style-type: none"> <li>taking incredible/unlikely/improbable risks</li> <li>doing what is forbidden/prohibited/not allowed/things you shouldn't (do)</li> </ul> taking unlikely risks where they are/which are forbidden = 1 mark	2	illegal/bizarre

Question			Expected response(s)	Max mark	Additional guidance
					<b>Do not accept:</b>
	(b)		<ul style="list-style-type: none"> <li>teenagers/adolescents/they/one/you/we want(s) to find out/ look for/search/know who/what they/one/you/we are</li> <li>what they are capable of/can do <b>by/through/while/and testing their (own) limits/boundaries</b></li> </ul> <p><b>Any 1 from 2</b></p>	1	clean/proper limits testing their own capabilities/capacities
3.	(a)		<ul style="list-style-type: none"> <li><b>what they do</b> to impress/make an impression on everyone</li> </ul>	1	any mention of world
	(b)		<ul style="list-style-type: none"> <li>to (always) do/give (of) their/your/our/one's best</li> <li>to (even) be the best</li> </ul>	2	better to be better than others/friends to be better
	(c)		<ul style="list-style-type: none"> <li>certain limits/boundaries <b>must not/should not</b> be exceeded/ passed/gone beyond/surpassed/crossed/overstepped</li> <li>teenagers/adolescents/they <b>should not/must not</b> exceed/pass/go beyond/surpass/cross/overstep certain limits/boundaries (because the dangers are too great)</li> </ul>	1	certain limits must not be ignored/be overtaken any mention of duty they <b>don't/can't</b> exceed/pass/go beyond they <b>don't need</b> to exceed/to cross limits
4.	(a)		<ul style="list-style-type: none"> <li>taking part in these challenges is (becoming) easier and easier/ more easier/more and more easy</li> <li>(nowadays) everybody has/is on a screen/device</li> <li>they are in touch with (their friends and) strangers <b>from everywhere in the world</b></li> </ul>	2	easy/easier (on their own)  sound screen
	(b)	(i)	<ul style="list-style-type: none"> <li>they can take part (in these challenges) from/in their (own) room</li> <li>they don't need to leave the house/go outside to take part/ participate (in these challenges)</li> <li>they are not supervised/watched/being kept an eye on</li> </ul>	2	any mention of clean/cleaning/proper room  seen

Question			Expected response(s)	Max mark	Additional guidance
					<b>Do not accept:</b>
		(ii)	<ul style="list-style-type: none"> <li>the parents do not have the slightest/the least/any idea/clue/have no idea of what is happening/going on in the bedroom/<b>their room/next door/nearby/close by</b></li> <li>they think their teenager/adolescent/child is safe and sound/safe/unharmmed</li> </ul>	<b>2</b>	lower/lesser/less of an idea any other specific room  any mention of healthy negates the mark
<b>5.</b>			<ul style="list-style-type: none"> <li>employers (could/can) look at/see/consult what they publish/post/put on social media/online/check their social media/<b>when they are applying for a job</b></li> </ul>	<b>1</b>	when they are offered a job when looking for employment/ when they post for/want to get a job

Question	Expected response(s)	Max mark	Additional guidance
6.	<p><b>Assertion on its own = 0 marks.</b>  <b>Incorrect assertion = 0 marks.</b>  <b>Assertion + justification = 1 mark.</b>  <b>Assertion + example = 1 mark.</b>  <b>Assertion + justification + example = 2 marks.</b></p> <p><b>Assertion including a qualifier (Assertion alone = 0 marks)</b></p> <ul style="list-style-type: none"> <li>• The Internet has greatly/significantly changed/transformed life/the lives of young people/ their parents/carers</li> <li>• The Internet has changed the lives of young people/their parents/carers to a great/significant/to some extent</li> <li>• The Internet has had a negative impact on life/the lives of young people/their parents/carers</li> <li>• The Internet has become more dangerous</li> <li>• The Internet has had a negative and a positive impact on the lives of young people/parents/carers</li> </ul> <p><b>Justification relevant to the assertion (Assertion + relevant justification = 1 mark)</b></p> <ul style="list-style-type: none"> <li>• because the writer highlights the impact of social media on people’s relationships/lives</li> <li>• because the article is overwhelmingly negative</li> <li>• because the writer mainly highlights negative aspects of the Internet</li> <li>• because the negative impacts of the Internet outweigh the positive impacts</li> <li>• because the article focuses on the risks/dangers of social media</li> <li>• because the writer gives some examples of positive aspects, as well as negative aspects, of social media</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> <p><b>Do not accept:</b>  The Internet has changed the lives of young people/their parents/carers positively/in a positive way.  The Internet has improved the lives of young people/their parents/carers.</p>

Question	Expected response(s)	Max mark	Additional guidance
	<p><b>Examples/details (Assertion + relevant example = 1 mark, assertion + relevant justification + relevant example = 2 marks)</b></p> <ul style="list-style-type: none"> <li>• teenagers participate in dangerous challenges</li> <li>• teenagers take risks</li> <li>• the Internet affects relationships with parents</li> <li>• there is pressure to be popular</li> <li>• there is pressure to be more competitive</li> <li>• teenagers are being pushed to test their limits</li> <li>• teenagers can connect with their friends</li> <li>• teenagers can communicate with strangers online</li> <li>• parents don't know what their teenager is doing</li> <li>• young people have become more secretive</li> <li>• parents are unaware of what their child is doing</li> <li>• parents feel that their child is safe because they are in their own room</li> <li>• young people have good relationships with their parents</li> <li>• young people need their parents to set limits for them</li> <li>• teenagers can impress their peers or be liked by their peers</li> </ul>		

Question	Expected response(s)	Max mark	Additional guidance
7.	Translate into English: <i>Pour s'intégrer . . . ne peut leur arriver.</i> (lines 15 - 17)	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>Pour s'intégrer dans un groupe ou pour être différents des autres,</i></p>	<p>(In order) to integrate/fit into/to become/to be integrated in a group or to be different from/to others</p>	<p>for integrating/for integration/for you to integrate for fitting in to integrate oneself than others the others other people/other teenagers the group</p>	<p>if/whether for them to fit in a group to become part of a group to join a group/to mix in a group interrogate/question where to be different</p>
<p><b>Unit 2</b></p> <p><i>certain adolescents sont prêts à tout.</i></p>	<p>certain/some teenagers/adolescents/teens are ready/willing (to do)/up for anything.</p>	<p>young people prepared to do would do/will do anything are absolutely ready/open to anything give everything everything</p>	<p>individuals/children loan all omission of everything/anything</p>
<p><b>Unit 3</b></p> <p><i>Beaucoup ne mesurent pas le danger.</i></p>	<p>A lot/many/lots (of them) do not weigh up/assess/evaluate/calculate/measure the danger.</p>	<p>think about/consider measure the extent of the danger the dangers</p>	<p>most measure up/access/limit no measurement of danger</p>
<p><b>Unit 4</b></p> <p><i>Ils se sentent invincibles,</i></p>	<p>They feel invincible</p>	<p>They feel <b>they are</b> invincible They count themselves invincible They think/believe they are invincible</p>	<p>They are/become/seem invincible</p>

Text	Good - 2	Satisfactory - 1	Unsatisfactory - 0
<p><b>Unit 5</b></p> <p><i>convaincus que rien de grave ne peut leur arriver.</i></p>	<p>convinced/persuaded that nothing serious/bad can/will happen to them.</p>	<p>they are convinced with conviction nothing of harm could happen</p>	<p>the conviction is that any mention of grave/death can come to them can arrive omission of to them</p>

[END OF MARKING INSTRUCTIONS]