



National
Qualifications
2025

2025 French

Reading and Translation

Advanced Higher

Question Paper Finalised Marking Instructions

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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)	<ul style="list-style-type: none"> it opens the doors to university and great careers for their children 	1	
	(b)	<ul style="list-style-type: none"> some of them bounce back and are very successful later in life. 	1	develop
2.	(a)	<ul style="list-style-type: none"> the social class/milieu/background they come from the peer pressure they face in some (inner city) schools/areas 	2	
	(b)	<ul style="list-style-type: none"> too much school pressure/stress refusing to compete 	2	too much pressure on school importance
3.	(a)	<ul style="list-style-type: none"> she felt anxious she got the feeling that she was not making progress she was very worried about the future she sorely/greatly lacked any self-confidence her parents put her under pressure to sit the baccalaureate <p>Any 3 from 5</p>	3	sadly pass/get
	(b)	<ul style="list-style-type: none"> she had a qualification in English she quickly obtained a placement/internship/work experience (in a start-up company) she became more confident/she felt useful/valued at work/feels as fulfilled as ever she trained as an assistant manager/got her first permanent post <p>Any 3 from 4</p>	3	training course

Question		Expected response(s)	Max mark	Additional guidance
				Do not accept:
4.	(a)	<ul style="list-style-type: none"> offer appropriate traineeships/training programmes and/or apprenticeships strengthen their self-confidence which they often lack 	2	further education trust in themselves
	(b)	<ul style="list-style-type: none"> a new series showcasing celebrities who talk frankly about their eventful/turbulent school years to pupils experiencing difficulty broadcasting an awards ceremony for those who turned their school difficulties into success 	2	
	(c)	<ul style="list-style-type: none"> he had to retake several classes at school and had dropped out of school without qualifications, however, became a lawyer aged 32 	1	degree advocate
5.	(a)	<ul style="list-style-type: none"> she got to manage the illustrations, communications and promotion of the book she published it last November when she turned 19 	2	
	(b)	<ul style="list-style-type: none"> proving to young pupils that you can succeed out of the traditional school system coaching/helping young people by giving them tools to overcome potential difficulties 	2	eventual
6.		<ul style="list-style-type: none"> willingness from politicians to value alternatives to the traditional study route and offer pupils options for a new start (Prime Minister Edith Cresson created) second chance high schools, allowing pupils to restart their education training for 25-35-year-olds the 'Apprentis d'Auteuil' scheme offers apprenticeships in areas of interest <p>Any 2 from 4</p>	2	willpower

Question		Expected response(s)	Max mark	Additional guidance									
7.		<p>The writer's overall purpose is to promote the idea that young people can achieve success in ways other than via the traditional education system.</p> <ul style="list-style-type: none"> • highlights changing attitudes towards academic success/failure • sheds a positive light on remarkable achievements of some young people throughout the text • opens on a serious tone, using statistics and survey findings and mentioning education experts • the writer uses positive terminology (encourageant, remarquable,) for young people who turn things around • never blames them for dropping out - putting the onus on the system, the parents, the class system • great empathy when describing the negative experience of some pupils at school (je m'angoissais, je m'inquietais) • lively text because of first person testimonies -Flore, Elsa • sheds a positive light on all options offered to young people by the government (solutions ingnieuses, initiatives ambitieuses) • the writer strongly supports the new initiatives (il est primordial de ...) • very strong conclusion asking for a change in mentality, stopping the stigma on people without qualifications 	7	<table border="1"> <thead> <tr> <th>Pegged marks</th> <th>Criteria</th> </tr> </thead> <tbody> <tr> <td>7 OR 5</td> <td>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</td> </tr> <tr> <td>3 OR 1</td> <td>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.</td> </tr> <tr> <td>0</td> <td>The candidate's answer simply provides information to be found in the text with no attempt to draw inferences.</td> </tr> </tbody> </table>		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	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.
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Section 2 – Translation

Question	Expected response(s)	Max mark	Additional guidance
8.	<p>Translate into English: (lines 38-44)</p> <p><i>Il est donc primordial . . . obtenu avec mention.</i></p>	20	<p>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:</p> <p>2 marks - good The candidate understands and conveys essential information and relevant details, clearly and accurately, with appropriate use of English.</p> <p>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.</p> <p>0 marks - unsatisfactory The candidate fails to demonstrate sufficient understanding of the essential idea.</p>

Sense Units	Good - 2	Satisfactory - 1	Unsatisfactory - 0
Unit 1 <i>Il est donc primordial de célébrer le succès de jeunes</i>	It is therefore essential to celebrate the success of (the) young people	people	omission of 'donc' it is so essential
Unit 2 <i>qui ont quitté l'école sans qualifications,</i>	who (have) left school without (any) qualifications,	that left without qualification	wrong tense
Unit 3 <i>comme Elsa Cohen qui, à seize ans, s'ennuyait terriblement au lycée.</i>	like Elsa Cohen who, aged 16, was/used to be terribly bored in/at (high) school.	of	who is 16 struggled
Unit 4 <i>« Je n'étais pas faite pour m'instruire sur les bancs de l'école »,</i>	I wasn't cut out for/made for/I wasn't meant to be educated/to be learning at school/in a classroom/sitting on a school bench/seat/sitting at school,		teach myself
Unit 5 <i>déclare-t-elle. Le stress qu'elle ressentait au lycée</i>	she declares/claims/states. The stress she felt/used to feel/would feel in/at (high)school	she says	wrong tense

Sense Units	Good - 2	Satisfactory - 1	Unsatisfactory - 0
Unit 6 <i>a tellement empiré qu'elle a dû interrompre ses études.</i>	got so much worse that she had to stop/interrupt/give up her studies.	had worsened	omission of devoir was so deteriorating
Unit 7 <i>Dans les mois suivants, elle a trouvé un stage</i>	In the following months, she found a placement/work experience/internship	training course apprenticeship	wrong tense
Unit 8 <i>et a suivi plusieurs formations pour apprendre à créer sa propre entreprise.</i>	and attended several training courses to learn how to create her own business.	followed many trainings/a training further education	many training wrong tense (unless already penalised in sense unit 7)
Unit 9 <i>A ce moment-là, comme sa confiance en elle augmentait,</i>	At that point/at that moment (in time)/at that time as her self-confidence increased/was increasing,	at that moment there/ at this time/at the time	at the current moment wrong tense when (her confidence...) like since
Unit 10 <i>Elle a décidé de se préparer seule au baccalauréat, qu'elle a obtenu avec mention.</i>	She decided to prepare by herself to sit/for the baccalauréat, which she passed with merit/special mention/she obtained with a good pass.	she has decided	wrong tense solely with mention

[END OF MARKING INSTRUCTIONS]