



National
Qualifications
2026

2026 French

Reading

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 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.

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
					Do not accept:
1.			it has facilitated/facilitates/allowed/allows helps/helped contact/communication between people who live in different/other countries or isolated communities. OR it has made contact/communication easier between people that live in different/other countries or isolated communities.	1	we can easily contact people who live in different countries to keep in contact with people
2.			Some (people)/certain people think it is a technological revolution/a technology revolution/a revolution in technology (others) consider it as a threat/detrimental/danger to jobs/employment/employability/work, education and (perhaps even) humanity	2	many people revolutionary/revolutionising technology menace to/for employers same/similar to human(s)
3.			- they see it as an opportunity/chance to reinvent school(s) improve/improving the methods/way(s) of working/work Any 1 from 2	1	occasion education (sector)/school system schooling

Question			Expected response(s)	Max mark	Additional guidance
					Do not accept:
4.	(a)		• (for teachers) education has become more flexible/better adapted to pupils' /students' preferences/likes • (it helps teachers) to generate lesson(s)/course(s) (plans)/class plans quickly/faster/rapidly • (it helps teachers) to create/make individualised/individual/personalised educational/teaching material(s) Any 2 from 3	2	more adapted/adaptive needs/wants
	(b)		• they can do research on several/many/multiple themes/topics/subjects (more easily) • access a set/group/collection/range/variety of interactive activities	2	investigations more things an arrangement/an ensemble of/an entirety of/entire/a lot together

Question			Expected response(s)	Max mark	Additional guidance
					Do not accept:
5.	(a)		- take part in/be part of a conversation - answer/respond/reply to hundreds of questions - write articles in real time Any 2 from 3	2	certain same time
	(b)		(can treat more patients using AI) as it can be used to carry out/to do (some) operations instead of the surgeon/doctor - can help doctors to make better decisions - can identify/spot diseases/illnesses undetectable before/without the arrival of this technology Any 2 from 3	2	can assist/help surgeons/doctors the best decisions/big decisions people who are ill/poorly better than the current technology
	(c)		- she was frightened/scared (the first time) she got on a (driverless) bus (the technology/it) can respond/react quicker/faster/more quickly/fast than (the reaction time of) a human (being)/person (she is convinced that) it could be a good thing for (our) road safety Any 2 from 3	2	angry more effectively/efficiently quickly/fast (omission of 'more') to be human choice security

Question			Expected response(s)	Max mark	Additional guidance
					Do not accept:
6.	(a)		- it is more efficient/effective to use AI than taking on/hiring hundreds of employees/workers - technology never makes/has mistakes/errors OR technology does not make/has no mistakes/errors at all	2	useful engage certain
	(b)		- to find (a) new job(s)/employment - for those/the ones being replaced/taken over by AI OR - for employees/workers/people being replaced/taken over by AI	2	numerous employees difficult to find new employees new jobs are getting replaced by ai for the one

Question			Expected response(s)	Max mark	Additional guidance
7.			Assertion on its own = 1 mark The writer is in favour of artificial intelligence because the article talks about the many advantages/is overwhelmingly positive about artificial intelligence (with some hesitations/negatives). Assertion + positive justification/example = 2 mark Justification/Examples from the text - communication easier for isolated communities - education: teaching/teachers more flexible - pupils can research lots of information - takes part in conversations/answers lots of questions - medical: identifying illnesses/diseases - transport: driverless bus - employers: more efficient than hiring employees Incorrect assertion but correct justification/example = 1 mark The writer has a balanced view + specific example(s) of positives. Incorrect assertion = 0 marks The writer is not in favour of Artificial Intelligence because the article is mainly negative about Artificial Intelligence. The writer has a balanced view + only negative examples.	2	Award 2 marks where the candidate provides a clear answer, with justification that shows an accurate reading of the text. Award 1 mark where the candidate provides an answer which may contain some degree of misreading, but which offers evidence of some justification. Award 0 marks where the candidate simply provides information to be found in the text by simply re-stating answers to previous questions.

Question			Expected response(s)	Max mark	Additional guidance
8.			Translate into English : <i>«Avec l'arrivée de l'IA . . . les textes créés par l'IA. » (lines 40-43)</i>	10	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. 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>Avec l'arrivée de l'IA, on se sent un peu inutile.</i>	With the arrival of AI we/one feel(s) a (little) bit useless. With the arrival of AI we/one feel(s) a little (bit) useless.	you/people	I feel we/one/you smell/are/have become/(have) felt might/can feel/seem unuseful
Unit 2 <i>Les gens nous disent que les traducteurs ne sont plus nécessaires</i>	People tell/say/are saying to us that translators are no longer/not required/necessary anymore/longer We are told by people that translators are no longer/not required/necessary anymore/longer	the people people say/have said omission of 'to us' omission of 'no longer'	people don't have to use people who are/used to be translators people think/feel many people we as people we say don't feel necessary more/less necessary
Unit 3 <i>car la traduction générée par l'IA fonctionne très bien.</i>	because/as AI generated translation works/functions very/really well. because/as the translation(s) generated by/with AI work/function very well. because/as the translation generated by/with AI works/functions very well.	because/as a translation generated by AI works/functions very well. worked very well. is very/really good. omission 'very'	the function of AI/AI function translation generator by a very well-functioning AI

Sense Units	Good - 2	Satisfactory - 1	Unsatisfactory - 0
Unit 4 <i>Alors nous avons dû adapter nos méthodes de travail.</i>	So we had to adapt our methods/ways of working/work. So we have had to adapt our working/work methods/ways.	therefore/now/then omission of 'so' we must adapt we have/need to adapt omission of 'our' way/method	because of this we owe/are due we (have) adapted to adapt (ourselves) to their/these methods of work we are going to need to adapt we should adapt
Unit 5 <i>Maintenant nous corrigeons les erreurs dans les textes créés par l'IA.</i>	Now/nowadays we correct/are correcting (the) mistakes/errors in (the) texts created/written by AI.	omission of 'now' we mark passages/articles	they we must/have to we correct errors using texts errors of text

[END OF MARKING INSTRUCTIONS]