



National  
Qualifications  
2016

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## **2016 French Reading**

### **National 5**

## **Finalised Marking Instructions**

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## General Marking Principles for National 5 French Reading

*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.

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
1.	(a)	<ul style="list-style-type: none"> <li>Thirteen/13 <u>year(s)</u></li> </ul>	1	Any wrong specific eg 13 months/3 years
	(b)	<p>(i)</p> <ul style="list-style-type: none"> <li>Sand castle (building)<u>competition(s)/contest(s)</u></li> <li>(Fly) kite(s)/kite flying</li> </ul>	2	To build sand castles/sand castle building Participate in competitions Competitions in the castle  Stealing kite
		<p>(ii)</p> <ul style="list-style-type: none"> <li>Relaxing <u>in the sun</u></li> <li>Reading/read ( a book)</li> </ul> <p>(Any 1 from 2)</p>	1	Sunbathing Taking a bath
	(c)	<ul style="list-style-type: none"> <li>Those/people who don't want to miss the <u>sporting events/people who (want to/enjoy/rather) watch/see sporting events (in the summer)</u> People who enjoy sporting events</li> </ul>	1	Everyone People who don't want to fail sporting events People who are playing/take part in sports in the summer People who like sports People who don't want to do summer sports
	(d)	<ul style="list-style-type: none"> <li>(Lots/many of them) don't have the <u>chance/possibility/opportunity to go/can't go to the sea(side)/beach</u> OR</li> <li>Gives them/they have the <u>possibility to/opportunity/chance to go/they can go to the beach</u></li> <li>(They can go) <u>without leaving/don't need to leave Paris</u></li> </ul>	2	To have fun in the sea Some Parisians do not have the money to travel to the beach There isn't a lot to do in Paris They go to the beach (no idea of possibility)  It is in Paris Get away from Paris A beach in the centre of Paris

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
	(e)	<ul style="list-style-type: none"> <li>• (Great/good) meeting place/point/spot for him and his <u>friends</u>/he can hang out with his <u>friends</u></li> <li>• It is/was free/he (and his friends)/me (and my friends) can go there for free/they don't have to pay/it doesn't cost.</li> </ul> <p>(Any 1 from 2)</p>	1	To meet <u>new</u> friends A good time/place to meet
	(f) (i)	<ul style="list-style-type: none"> <li>• <u>Not allowed to/not possible to/do not have the right to/can't swim/bathe/go bathing there</u></li> </ul>	1	There is no bath/no place to bath Not the same as going to the beach/going bathing It's not the same swimming there There is no sea to bathe in
	(ii)	<ul style="list-style-type: none"> <li>• Go to a <u>sea</u>(side) resort/the sea(side)</li> <li>• Go to an <u>outdoor pool/pool in the fresh/open air</u></li> </ul> <p>NB: go to a seaside resort with an outdoor pool = 1 mark</p> <p>(Any 1 from 2)</p>	1	Station Go to a resort  Go swimming as the air is clean Swimming in a pool
			10	

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
2.	(a)	<ul style="list-style-type: none"> <li>Spend/pass (more) time <u>outdoors/outside</u> Like to be outdoors</li> <li>To feel/it is safe(r)/(more) secure/has a sense of security</li> </ul>	2	You can see the outside Great scenery The weather is nice  Smells nice
	(b)	<ul style="list-style-type: none"> <li>She was bored (second box ticked)</li> </ul>	1	Any wrong box ticked
	(c)	<ul style="list-style-type: none"> <li>That no one knew her/people didn't know her/she knew no one/didn't know anyone</li> <li>A <u>choice/selection</u> of entertainment/ <u>a lot of/plenty of/various</u> things to do</li> </ul>	2	Got to meet/know (new) people Didn't know <u>everyone</u> /not everyone knew each other There were people she didn't know  It is diverse
	(d)	<ul style="list-style-type: none"> <li>the traffic began/started <u>to annoy/irritate her/get on her nerves/the traffic is annoying/irritated her/annoyed her</u></li> <li><u>She</u> was (always)rushed/ in a rush/hurry (every day)</li> </ul> <p>(Any 1 from 2)</p>	1	A lot of traffic She didn't like the amount of traffic  Everyone is in a hurry
	(e)	<ul style="list-style-type: none"> <li>(Two) dogs (love) <u>running</u> in the field(s)/the countryside</li> <li><u>Forget</u> the worries/concerns/problems of <u>every day/daily</u> life/she doesn't have to worry about <u>every day</u> life/leaves her <u>daily</u> worries behind</li> </ul>	2	She has two dogs/cats The dogs love the fields/countryside  She doesn't need to worry about life She can live without concern Forget the worries of <u>city</u> life Forget the worry of every day life <u>in the city</u>

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
	(f)	<ul style="list-style-type: none"> <li>• (Take advantage of/benefit from) the bustling <u>city/town life</u>/the busyness/the liveliness of the <u>city/town</u></li> <li>• Quiet/peaceful (life) <u>in the country(side)/tranquillity of the country(side)</u></li> </ul> <p>NB. Moves between the city and the country and gets a balance between liveliness and calmness = 2 marks</p>	2	<p>Village She is busy in town</p> <p>Relaxes in the countryside</p>
			10	

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
3.	(a)	<ul style="list-style-type: none"> <li>Having/getting <u>practical/hands on/useful/helpful/right</u> experience</li> <li>Earning/gaining/making/(a little/a bit of) money</li> </ul>	2	Practising experiences/practice experience Having the experience to practise  Good pay/earning <u>a lot of</u> money Winning money
	(b)	<ul style="list-style-type: none"> <li>(One in two chance of a placement) being a waste of time/it can be a waste of time</li> <li>(In some/certain companies you have/there are) <u>too many/much/lots of</u> responsibilities</li> <li>(In other/some companies) you (only/just) serve/make coffee</li> </ul> <p>(Any 2 from 3)</p>	2	It's part-time Don't have enough time Companies think it's a waste of time  Certain responsibilities Companies think it is too much of a responsibility. Some companies had too much responsibility  Serving in a café Some companies serve coffee
	(c)	<ul style="list-style-type: none"> <li>Managing/doing/handling <u>new tasks/duties</u></li> </ul>	1	Manage a new task Fit in short tasks Generate new tasks Learning new tasks

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
	(d)	(i) <ul style="list-style-type: none"> <li>• <u>The boss/manager</u> was (always) in a bad mood</li> <li>• He was <u>scared/frightened/afraid/found it difficult/struggled</u> to ask questions (if he had a problem)</li> </ul>	2	Bad (sense of) humour/ His boss put him in a bad mood His boss had no humour  Asking questions was a problem They asked him too many questions Got put down if you asked questions Never got to ask questions
		(ii) <ul style="list-style-type: none"> <li>• He learned lots/an enormous/tremendous amount (of things)/he was taught a lot</li> <li>• He attended/went to (important) meetings</li> <li>• He was given/they gave him advice (regularly)</li> </ul> <p>(Any 2 from 3)</p>	2	There was lots of choice  Assist in meeting Help in meetings Was an assistant  He gave/got to give advice Any reference to counselling He was given opportunities to talk regularly
	(e)	<ul style="list-style-type: none"> <li>• It can be a positive experience but it depends on the company (third box ticked)</li> </ul>	1	Any wrong box ticked
			10	

[END OF MARKING INSTRUCTIONS]





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**2016 French Writing**

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## General Marking Principles for National 5 French Writing

*This information is provided to help you understand the general principles that 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) Candidates will write a piece of extended writing in the modern language by addressing six bullet points. These bullet points will follow on from a job-related scenario. The bullet points will cover the four contexts of society, learning, employability and culture to allow candidates to use and adapt learned material. The first four bullet points will be the same each year and the last two will change to suit the scenario. Candidates need to address these 'unpredictable bullet points' in detail to access the full range of marks.
- (b) With reference to *Content*, *Accuracy* and *Language resource*, assess the overall quality of the candidate's response and allocate it to a pegged mark. It is important to assess how candidates have addressed bullet points and detail in relation to this as highlighted in bold in *Content*.

Category	Mark	Content	Accuracy	Language resource - variety, range, structures
Very good	20	<p>The job advert has been addressed in a full and balanced way. The candidate uses detailed language.</p> <p>The candidate addresses the advert completely and competently, including <b>information in response to both unpredictable bullet points.</b></p> <p>A range of verbs/ verb forms, tenses and constructions is used.</p> <p>Overall this comes over as a competent, well thought-out and serious application for the job.</p>	<p>The candidate handles all aspects of grammar and spelling accurately, although the language may contain one or two minor errors.</p> <p>Where the candidate attempts to use language more appropriate to Higher, a slightly higher number of inaccuracies need not detract from the overall very good impression.</p>	<p>The candidate is comfortable with the first person of the verb and generally uses a different verb in each sentence.</p> <p>Some modal verbs and infinitives may be used.</p> <p>There is good use of adjectives, adverbs and prepositional phrases and, where appropriate, word order. There may be a range of tenses.</p> <p>The candidate uses co-ordinating conjunctions and/or subordinate clauses where appropriate.</p> <p>The language of the e-mail flows well.</p>

Category	Mark	Content	Accuracy	Language resource - variety, range, structures
Good	16	<p>The job advert has been addressed competently.</p> <p>There is less evidence of detailed language.</p> <p>The candidate uses a reasonable range of verbs/verb forms.</p> <p>Overall, the candidate has produced a genuine, reasonably accurate attempt at applying for the specific job, even though he/she may not address one of the unpredictable bullet points.</p>	<p>The candidate handles a range of verbs fairly accurately.</p> <p>There are some errors in spelling, adjective endings and, where relevant, case endings. Use of accents is less secure, where appropriate.</p> <p>Where the candidate is attempting to use more complex vocabulary and structures, these may be less successful, although basic structures are used accurately.</p> <p>There may be one or two examples of inaccurate dictionary use, especially in the unpredictable bullet points.</p>	<p>There may be repetition of verbs.</p> <p>There may be examples of listing, in particular when referring to school/college experience, without further amplification.</p> <p>There may be one or two examples of a co-ordinating conjunction, but most sentences are simple sentences.</p> <p>The candidate keeps to more basic vocabulary, particularly in response to either or both unpredictable bullet points.</p>
Satisfactory	12	<p>The job advert has been addressed fairly competently.</p> <p>The candidate makes limited use of detailed language.</p> <p>The language is fairly repetitive and uses a limited range of verbs and fixed phrases, eg <i>I like, I go, I play</i>.</p>	<p>The verbs are generally correct, but may be repetitive.</p> <p>There are quite a few errors in other parts of speech – gender of nouns, cases, singular/plural confusion, for instance.</p> <p>Prepositions may be missing, eg <i>I go the town</i>.</p>	<p>The candidate copes with the first and third person of a few verbs, where appropriate.</p> <p>A limited range of verbs is used.</p> <p>Sentences are basic and mainly brief.</p> <p>There is minimal use of adjectives, probably mainly after <i>is</i> eg <i>Chemistry is interesting</i>.</p>

Category	Mark	Content	Accuracy	Language resource - variety, range, structures
		<p>The candidate copes fairly well with areas of personal details, education, skills, interests and work experience but does not deal fully with the two unpredictable bullet points <b>and indeed may not address either or both of the unpredictable bullet points.</b></p> <p>On balance however the candidate has produced a satisfactory job application in the specific language.</p>	<p>Overall, there is more correct than incorrect.</p>	<p>The candidate has a weak knowledge of plurals.</p> <p>There may be several spelling errors, eg reversal of vowel combinations.</p>
Unsatisfactory	8	<p>The job advert has been addressed in an uneven manner and/or with insufficient use of detailed language.</p> <p>The language is repetitive, eg <i>I like, I go, I play</i> may feature several times.</p> <p>There may be little difference between Satisfactory and Unsatisfactory.</p> <p><b>Either or both of the unpredictable bullet points may not have been addressed.</b></p> <p>There may be one sentence which is not intelligible to a sympathetic native speaker.</p>	<p>Ability to form tenses is inconsistent.</p> <p>There are errors in many other parts of speech – gender of nouns, cases, singular/plural confusion, for instance.</p> <p>Several errors are serious, perhaps showing mother tongue interference.</p> <p>The detail in the unpredictable bullet points may be very weak.</p> <p>Overall, there is more incorrect than correct.</p>	<p>The candidate copes mainly only with the personal language required in bullet points 1 and 2.</p> <p>The verbs “is” and “study” may also be used correctly.</p> <p>Sentences are basic.</p> <p>An English word may appear in the writing.</p> <p>There may be an example of serious dictionary misuse.</p>

Category	Mark	Content	Accuracy	Language resource - variety, range, structures
Poor	4	<p>The candidate has had considerable difficulty in addressing the job advert. There is little evidence of the use of detailed language.</p> <p>Three or four sentences may not be understood by a sympathetic native speaker.</p> <p><b>Either or both of the unpredictable bullet points may not have been addressed.</b></p>	<p>Many of the verbs are incorrect.</p> <p>There are many errors in other parts of speech – personal pronouns, gender of nouns, cases, singular/plural confusion, prepositions, for instance.</p> <p>The language is probably inaccurate throughout the writing.</p>	<p>The candidate cannot cope with more than one or two basic verbs.</p> <p>The candidate displays almost no knowledge of the present tense of verbs.</p> <p>Verbs used more than once may be written differently on each occasion.</p> <p>Sentences are very short.</p> <p>The candidate has a very limited vocabulary.</p> <p>Several English words may appear in the writing.</p> <p>There are examples of serious dictionary misuse.</p>
Very poor	0	<p>The candidate is unable to address the job advert.</p> <p><b>The two unpredictable bullet points may not have been addressed.</b></p> <p>Very little is intelligible to a sympathetic native speaker.</p>	<p>Virtually nothing is correct.</p>	<p>The candidate may only cope with the verbs <i>to have</i> and <i>to be</i>.</p> <p>Very few words are written correctly in the modern language.</p> <p>English words are used.</p> <p>There may be several examples of mother tongue interference.</p> <p>There may be several examples of serious dictionary misuse.</p>

[END OF MARKING INSTRUCTIONS]



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**2016 French Listening**

**National 5**

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## General Marking Principles for National 5 French Listening

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- (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) The Marking Instructions indicate the essential idea that a candidate should provide for each answer.
- (e) The answers for each question must come from the item.
- (f) The assessment of overall purpose is always a supported question (for example, a grid) in Item 1.
- (g) There are a number of supported marks across the two items. Where there are supported marks in the form of a grid, award zero marks where a candidate ticks all boxes.



Question		Expected Answer(s)	Max Mark	Unacceptable Answers
1.	(a)	<ul style="list-style-type: none"> <li>• (In) spring</li> <li>• Every year/(one week) every year/once a year</li> </ul> <p>(Any 1 from 2)</p>	1	Wrong season Any mention of a month
	(b)	<ul style="list-style-type: none"> <li>• Their hobbies/interests/pastimes/things you like/are interested in</li> <li>• Their animals/pets/animals in their house/household animals/domestic animals</li> <li>• If there are things/foods/is anything they <u>don't</u> like eating/ to eat/<u>can't</u> eat</li> </ul> <p>(Any 2 from 3)</p> <p>N.B. What they like and don't like to eat = 1 mark</p>	2	Favourite animal  Allergies Special diets dietary requirements/needs Favourite foods/meal What they like to eat/what they can eat
	(c) (i)	<ul style="list-style-type: none"> <li>• Go to a theme park/amusement park/fairground</li> <li>• Buy/shop for/get <u>presents/gifts/souvenirs</u> (for friend(s))</li> <li>• Visit/tour of the town/city/walk around the town/city/town tour(s)</li> </ul> <p>(Any 2 from 3)</p>	2	Attraction(s) park  Go shopping (with friends)  Go into town Any mention of village
	(ii)	<ul style="list-style-type: none"> <li>• Taste/try specialities <u>of the country/region/area/Scotland</u>/eat a traditional/special <u>Scottish</u> meal/ <u>national</u> speciality foods</li> <li>• Talk/discuss/speak/tell/chat about/share (the events of) the/his/her/their <u>day</u>/how the <u>day</u> went/ what happened during the <u>day</u></li> </ul> <p>(Any 1 from 2)</p>	1	Learn about Scottish specialities Any mention of France  About the trip/what happened on the trip Talk in French/English

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
	(d)	<ul style="list-style-type: none"> <li>• The people/locals/Scottish (people)/Scots</li> <li>• Scenery/countryside/landscape/the views</li> </ul> <p>(Any 1 from 2)</p>	1	Young people
	(e)	<ul style="list-style-type: none"> <li>• it is a good way to get know a country well</li> </ul> <p>(first box ticked)</p>	1	Wrong box ticked
			8	

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
2.	(a)	<ul style="list-style-type: none"> <li>• <u>24 hour</u> (coach/bus) journey/ride/she was travelling for <u>24 hours</u> OR <u>long coach/bus</u> journey/ride</li> <li>• She was (really) busy/(really) occupied/it was busy (in Scotland) (every day)/she did a lot (of activities) (when she was there)</li> </ul>	2	<p>Long journey/ride Wrong length of time Car She was awake for 24 hours</p> <p>Busy at school</p>
	(b)	<p>(i)</p> <ul style="list-style-type: none"> <li>• (The building/school/it was) well-equipped</li> <li>• <u>Big/large sports</u> ground(s)/pitch(es)/(playing) field(s)/area(s)/space(s)</li> </ul> <p>(Any 1 from 2)</p>	1	<p>Lots of/good (sports) equipment Big/many/good (sports) facilities</p> <p>Any suggestion of sports inside the school building, e.g. hall/gym A lot of space/area for sport(s)</p>
		<p>(ii)</p> <ul style="list-style-type: none"> <li>• Finish/school ends/finishes before/at/by 4pm/16.00</li> <li>• <u>Less</u> homework/<u>not as much</u> homework</li> <li>• (Can take part/participate in) activities/clubs/<u>at the end of the day/after school/extra-curricular</u> activities</li> </ul> <p>(Any 2 from 3)</p>	2	<p>School days are shorter Pupils finish earlier Pupils finish <u>after</u> 4pm/16.00 Any wrong time School is only for 6 hours/it's only a 6 hour day</p> <p>Homework was easy No homework</p> <p>Participate in activities in class Participate in clubs</p>

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
	(c)	(i) <ul style="list-style-type: none"> <li>• (Lively/animated) debate/argument/discussion</li> <li>• Did survey(s)/questionnaire(s)</li> </ul> <p>(Any 1 from 2)</p>	1	Any mention of cartoon/film/documentary/animation The class was lively It was fun/exciting/lively
		(ii) <ul style="list-style-type: none"> <li>• Teacher was passionate/enthusiastic/excited(about subject) really likes/loves (the subject)</li> <li>• Explained/explains well/explained/explains the lesson(s)/everything/it (well)/teacher was good at explaining</li> </ul> <p>N.B. Do not penalise 'professor'</p>	2	The teacher likes the subject  The teacher organised a great lesson The teacher is good at his/her job The teacher is nice/good The lessons were good The teacher taught the lesson well
	(d)	<ul style="list-style-type: none"> <li>• the lunch/dinner break is (too/very) short/not long (enough)/not as long/shorter</li> <li>• <u>just/only</u> (enough) <u>time</u> to eat a sandwich</li> <li>• not enough/not a lot of/not much/no choice in the canteen/there aren't many options in the canteen</li> <li>• meals/menu/food/canteen not balanced/unbalanced/not healthy</li> </ul> <p>(Any 2 from 4)</p>	2	They only got a sandwich (no mention of time)  The pupils are unhealthy Doesn't like the food in the canteen

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
	(e)	<ul style="list-style-type: none"> <li>• It's smart</li> <li>• They feel proud</li> </ul> <p>(first and third boxes ticked)</p>	2	Any wrong box ticked
			12	

[END OF MARKING INSTRUCTIONS]