



National
Qualifications
2018

2018 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) Award a mark to each answer. Marks are not transferable between questions.
- (d) For questions that ask candidates to 'state' or 'give', candidates must give a brief, accurate response/name.

Detailed marking instructions for each question

Question		Expected response(s)	Max mark	Unacceptable answers
1.	(a)	<ul style="list-style-type: none"> • <u>More than/Over</u> 30%/30 out of 100 	1	Thousands 30 from 100
	(b)	<ul style="list-style-type: none"> • Good for your well-being/health/good being • Allows you to forget/get out of/gives you a break from your <u>daily/everyday</u> routine/life • To relax/chill <p>(Any 2 from 3)</p>	2	(Breaks) normal routine It's important for everyone to have a good time
	(c)	<ul style="list-style-type: none"> • To discover other parts/regions/areas of <u>France</u> • Making friends <p>(Any 1 from 2)</p>	1	Religions Countries in France They get to do things/be with their friends
	(d)	<ul style="list-style-type: none"> • (Taking part in) a/the treasure hunt(ing) <u>in the morning</u> • (Sharing) a/the <u>giant/huge</u> picnic <u>at midday/noon/12/lunch</u> • (Attending) a/the <u>big show/concert</u> given by <u>famous/celebrity</u> artists/performers/with celebrities performing <p>(Any 2 from 3)</p>	2	Young people have a party Young people take part in shooting In the afternoon/in the evening/at night Given for famous artists Attend a spectacle Help/assist a big show Get to see famous artists

Question		Expected response(s)	Max mark	Unacceptable answers
	(e) (i)	<ul style="list-style-type: none"> Gives them food/feeds them/helps families who need food/to feed themselves/to get food/enough to eat/helps families to eat (It helps them) to look after/tend/take care of <u>themselves</u> Finds accommodation/lodging/housing/a place to stay/a flat/an apartment/a house/homes (for families) <p>(Any 2 from 3)</p>	2	<p>They treat malnourished families</p> <p>The charity helps to look after them It looks after families To nurse/treat themselves Offer them treatments It looks after ill people/families Keeps them well groomed</p> <p>Get shelter</p>
	(ii)	<ul style="list-style-type: none"> Volunteers (working for them)/voluntary workers (People/the public) donating/giving <u>money</u>/donations of <u>money/monetary/ financial</u> donations 	2	<p>Voluntary - on its own It's an unpaid job</p> <p>Benefits Donations - no mention of money</p>

Question		Expected response(s)	Max mark	Unacceptable answers
2.	(a)	<ul style="list-style-type: none"> Sitting <u>important</u> exams <u>at the end of the (school) year</u> <u>Best</u> friend has moved (away/house/school) Doesn't get on with <u>certain/some/particular</u> teachers <p>(Any 2 from 3)</p>	2	<p>She has to pass exams so she can finish at the end of the year (implies exams are now and not at the end of the year)</p> <p>Her friend is moving Her old friend moved Best friends</p> <p>She doesn't get on with the teachers She doesn't understand the teachers well</p>
	(b)	(i)	1	<p>Class/subject/maths was boring Annoying Bored</p>
		(ii)	2	<p>They weren't interested They played in the yard/playground They weren't interesting They are not interested in the subject/maths</p> <p>The pupils don't interrupt the class They <u>often</u> don't stop talking</p> <p>They threw paper/planes Make paper airplanes They mess around Waste plain paper</p>
				<ul style="list-style-type: none"> Weren't interested <u>in the class/lesson(s)/course/</u> didn't find <u>the class/lesson(s)/course</u> interesting They talked/spoke <u>non-stop/all the time/constantly/always/continuously</u> (Sometimes) they <u>threw/launched</u> paper airplanes/planes of paper <p>(Any 2 from 3)</p>

Question		Expected response(s)	Max mark	Unacceptable answers
	(c)	<ul style="list-style-type: none"> She did extra work at home <p>(3rd box ticked)</p>	1	More than one box ticked = 0 marks
	(d)	<ul style="list-style-type: none"> Passionate about/has a passion for/is keen about/excited by <u>history</u>/his/the <u>subject</u> Knew how to explain (things) <u>well</u>/He was <u>good</u> at explaining <p>(Any 1 from 2)</p>	1	They are passionate about his subject He was passionate (not enough detail) He explains He knew how to explain
	(e)	<ul style="list-style-type: none"> He <u>imposed/set/had/made</u> rules Remained/was approachable (at the same time) He <u>never</u> shouted/yelled/<u>didn't</u> shout/yell <p>(Any 2 from 3)</p>	2	Stuck to the rules Regulations He sent people home Lovely/nice/reasonable (at all times) He approached them if they didn't pay attention He treats everyone the same He was approachable in his time He's reasonable with punishment Glared/moaned cried/called/criticised He stands out of class He phones home Treated them like adults

Question		Expected response(s)	Max mark	Unacceptable answers
	(f)	<ul style="list-style-type: none"> Encouraged them <u>to think/reflect</u>/encouraged <u>reflection</u> Listened to (their/others') <u>opinions/views</u> <p>(Any 1 from 2)</p>	1	<p>Listens</p> <p>Encouraged them to have their own opinions</p>
3.	(a)	<ul style="list-style-type: none"> <u>Broken/cracked</u> furniture Appliances/apparatus/devices <u>which no longer/don't work/function</u> <u>Ripped/torn</u> clothes/clothes with holes <p>(Any 2 from 3)</p>	2	<p>Bent furniture</p> <p>Broken mobiles</p> <p>Computers</p> <p>Objects that are in a bad condition</p> <p>Cracked/broken apparatus/appliances</p> <p>Appliances you don't use often</p> <p>Machinery</p> <p>Items that need repairing</p> <p>Walked in shoes</p> <p>Teared/torn/ripped <u>up</u> clothing</p>
	(b)	<ul style="list-style-type: none"> The Netherlands/Holland 	1	Bottom of the country

Question		Expected response(s)	Max mark	Unacceptable answers
	(c)	<ul style="list-style-type: none"> • (One/you can) take/bring/(the café) accepts object(s) in a <u>poor/bad</u> state/condition/<u>broken</u> products • Tools <u>and</u> materials/equipment/gear are available/there <p>NB: must write tools + one other to be awarded the mark</p> <ul style="list-style-type: none"> • <u>Work/get the job done with/get help/support from</u> an expert <p>(Any 2 from 3)</p>	2	<p>Bring object to see if it is in a bad state Bring object to get fixed/repaired</p> <p>Equipment/gear/materials are available (without the mention of tools) You can bring tools and materials They have anything you need They come out as new</p> <p>The people who work there are experts - not enough Meet with a support expert Work/get help/support (needs to mention expert)</p>

Question		Expected response(s)	Max mark	Unacceptable answers
	(d) (i)	<ul style="list-style-type: none"> • People <u>throw out/get rid of</u> (a lot of) things which are (still) <u>useful/usable/still function/work/can be reused</u> • (Teaches/getting) people to think <u>differently/otherwise/another way</u> • Encourages a change in <u>behaviour</u> • (First) step towards a sustainable/lasting/durable society <p>(Any 3 from 4)</p>	3	<p>Have a look at things which are useful/it could be useful There are a lot of things that are still usable You can throw away enormous things that they can use You don't have to throw things out There's a large choice of things to use</p> <p>Helps people in different ways People think out of the box Teaches people You learn from people The café thinks differently about people</p> <p>Performance Comportment</p> <p>First (type of) café towards a sustainable society A resilient society/makes society stronger It's sociable The public fund it It's durable in society</p>
	(ii)	<ul style="list-style-type: none"> • Meet/get to know/come across <u>new</u> people • A relaxed/chilled/laid back atmosphere/ambiance/environment 	2	<p>There are new/nice people Meets people</p> <p>Nice/good atmosphere The café offers a good contract</p>

[END OF MARKING INSTRUCTIONS]



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Writing

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General marking principles for National 5 French Writing

Task: E-mail application for a job in this country or abroad, including information specified in six bullet points.

Assessment process:

- 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 information in response to both unpredictable bullet points.</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 and indeed may not address either or both of the unpredictable bullet points.</p> <p>On balance however the candidate has produced a satisfactory job application in the specific language.</p>	Overall, there is more correct than incorrect.	<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>Either or both of the unpredictable bullet points may not have been addressed.</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>Either or both of the unpredictable bullet points may not have been addressed.</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>The two unpredictable bullet points may not have been addressed.</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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Listening

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General marking principles for National 5 French Listening

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) The marking instructions indicate the essential idea that a candidate should provide for each answer.
- (d) The answers for each question must come from the item.
- (e) There are two or three 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.
- (f) For questions that ask candidates to 'state' or 'give', candidates must give a brief, accurate response/name.

Detailed marking instructions for each question

Question		Expected response(s)	Max mark	Unacceptable answers
1.	(a)	<ul style="list-style-type: none"> When <u>she was/aged</u> 21 <u>After</u> her studies <p>(Any 1 from 2)</p>	1	Any wrong number 21 years ago 21 21st
	(b)	<ul style="list-style-type: none"> (Had/has) family <u>there/in Manchester</u> Knew the town/city <u>well/has good</u> knowledge of the city <p>(Any 1 from 2)</p>	1	To visit/see family She knows a family that lives there It's a nice town/city It has a good town
	(c)	<ul style="list-style-type: none"> <u>Very</u> long hours/the hours were <u>too</u> long Boss was <u>too/very/really</u> strict/severe/harsh <p>(Any 1 from 2)</p>	1	She had long hours/the hours were long She would have to work long hours Boss was strict/severe/harsh
	(d)	<ul style="list-style-type: none"> (Very) well paid/(very) good/great/excellent/brilliant pay Flexible <u>hours</u> <u>Gets on/along (well)/has a good rapport/relationship with</u> students/learners/pupils <p>(Any 2 from 3)</p>	2	It was flexible Gets on with the children Has a good reputation with the students Students get a good report Likes the students

Question		Expected response(s)	Max mark	Unacceptable answers
	(e)	<ul style="list-style-type: none"> Weather/climate (French) food/cuisine/<u>the</u> cooking <p>(Any 1 from 2)</p>	1	Temperature Cooking Kitchen Mum's cooking
	(f)	<ul style="list-style-type: none"> Speaks <u>fluent</u> English/speaks English <u>fluently</u> <u>Discovered/got to know/experienced/learnt</u> a new/another/a different culture/way of life (other than her own) Met/got to know/knows <u>many/a lot</u> of (very) <u>different</u> people <p>(Any 2 from 3)</p>	2	Hears fluent English English has improved/got better/(She) has improved her English She can speak better/clearer English She has learnt English Any mention of cultures She understands the culture/cultural differences Got to know people

Question		Expected response(s)	Max mark	Unacceptable answers
2.	(a)	<ul style="list-style-type: none"> Hairdresser's/hair(dressing) salon/barber's (salon/shop) 	1	Salon Café Workplace
	(b)	<ul style="list-style-type: none"> He spilled coffee over his shirt The bus was late <p>(boxes 1 and 4 ticked)</p> <p>3 or 4 boxes ticked = 0 marks awarded</p>	2	
	(c)	<ul style="list-style-type: none"> <u>Always/very/really</u> polite <u>Likes/enjoys</u> working with people/the public Someone you can (always) count/rely on <p>(Any 2 from 3)</p>	2	He is good at talking to/working with/works well with people/the public
	(d)	<ul style="list-style-type: none"> Why he wants <u>the job/to work there/a job there</u> What are his <u>favourite/preferred</u> leisure/free/spare time activities/hobbies/pastimes What are his <u>favourite/preferred</u> things to do in his free/spare time What he <u>wants</u> to do in the future/what he's <u>going to do</u> in the future <p>(Any 2 from 3)</p>	2	Why he wants <u>a</u> job Why he wants to work What he likes to do in his free/spare time Where he sees himself in the future

Question		Expected response(s)	Max mark	Unacceptable answers
	(e)	<ul style="list-style-type: none"> • Answer/respond to the phone • Take/make reservations/bookings/book (people in for) appointments • Wash/clean hair <p>(Any 2 from 3)</p>	2	Phone people Welcome customers Clean up hair Cut hair Dye hair
	(f)	<ul style="list-style-type: none"> • 15 	1	Any wrong number
	(g)	<ul style="list-style-type: none"> • To go/going out/(a) night(s) out/outing(s) • <u>Buy/get/spend it on clothes</u> • <u>Save</u> (up) (a bit/some) <p>(Any 2 from 3)</p>	2	Clothes Economise

[END OF MARKING INSTRUCTIONS]