



National  
Qualifications  
2019

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**2019 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.
- (e) For questions that ask candidates to 'state' or 'give', candidates must give a brief, accurate response/name.

Marking instructions for each question

Question			Expected response	Max mark	Additional guidance
					Do not accept:
1.	(a)		<ul style="list-style-type: none"> <li>2 months ago/2 months before (any spelling of month)</li> </ul>	1	any wrong number or specific for example 3 months ago 2 weeks ago, on the second month before 2 (months) in 2 hours there are 2 months after 2 months
	(b)	(i)	<ul style="list-style-type: none"> <li>a <u>good/great/big</u> choice/variety of lesson(s)/class(es)/course(s)/subject(s)</li> <li>lesson(s)/course(s)/class(es) are <u>easy to follow/understand/I am able to follow/understand</u> lesson <u>easily</u></li> <li>teacher(s)/professor(s)/lecturer(s) are <u>always</u> (ready to/willing to) help/<u>always</u> helpful/<u>always</u> give extra help</li> </ul> Any 2 from 3	2	good lessons/the lessons are good a choice of lessons a choice of meals/a good course a good choice of easy lessons/courses/classes/subjects  lessons/courses/classes are easy/the course is easy I can follow the lesson easy to attend the uni she made good course choices the lessons are easy to attend  teachers are helpful teachers give extra help (no always) teachers are always ready to teach teachers offer help every day

Question			Expected response	Max mark	Additional guidance
					Do not accept:
		(ii)	<ul style="list-style-type: none"> <li>can <u>discover/learn/find out about</u> the region/the area</li> </ul>	1	visit the region a (new) region the region (with no verb) discover regions learn about culture/places/France/countries religion
	(c)		<ul style="list-style-type: none"> <li>has to/needs to write a <u>3000-word</u> essay/dissertation</li> <li>(has) exams at the <u>end of the year</u></li> </ul>	2	has to write an essay/a long essay has to write a 3 million word essay 3 thousand essays/notes 3 one thousand word essays  she has exams she has exams during the year/next year/in a year her exams end this year she has to pass her exams final exams are coming up/final year exams can't study

Question		Expected response	Max mark	Additional guidance
				<b>Do not accept:</b>
	(d)	<ul style="list-style-type: none"> <li>understand/comprehend the (other) <u>students/pupils</u></li> <li>the (other) students/they spoke <u>too/very</u> quickly/fast</li> <li>(too much) slang</li> </ul>	3	<p>to understand understand/comprehend people difficult to speak with the other students had no friends didn't like it joining in conversations they don't include him in the conversation</p> <p>they spoke quickly/fast he spoke too quickly</p> <p>he had to use slang</p>
	(e)	<ul style="list-style-type: none"> <li>made/is making <u>a lot of/enormous</u> progress <u>in French</u></li> <li>can <u>participate/join in/take part</u> in conversation(s)/can have conversation(s)</li> </ul> <p>Any 1 from 2</p>	1	<p>made a lot of progress/some progress he is making progress in French</p> <p>conversations can speak to them/the students arrive in conversations he is included in conversations he can understand them a lot better he would recommend this experience (does not answer the question)</p>

Question			Expected response	Max mark	Additional guidance
					Do not accept:
2.	(a)		<ul style="list-style-type: none"> <li>• <u>end of</u> July</li> </ul>	1	July any wrong month fine July
	(b)		<ul style="list-style-type: none"> <li>• <u>all/every/everyone's</u> taste(s)/everyone/all/(to try/to enjoy)</li> </ul>	1	the taste(s) taste(s)/levels of tastes your taste everyone to travel all the types navigation
	(c)	(i)	<ul style="list-style-type: none"> <li>• (to ask for/find out/inform oneself/get/learn/hear) information about historic/historical <u>place(s)/site(s)/spot(s)/area(s)/premise(s)</u></li> </ul>	1	an historic site/place (no plural) to learn about history to find about histories to find out about the local history/history of the area/place information about the place's/places history information about places (no historic/historical)  digital information files (next question) interesting/facts about place(s) to visit/information about the place you are interested in visiting (next question)

Question			Expected response	Max mark	Additional guidance
					<b>Do not accept:</b>
		(ii)	<ul style="list-style-type: none"> <li>• <u>digital</u> information/information <u>files/cards/forms</u></li> <li>• (interesting/facts about) place(s) <u>to visit</u>/information about the place you are interested <u>in visiting</u></li> </ul>	2	information (on its own) numerical information on cards numerical information (about visitors) numerical facts/interesting facts files/cards/forms (on its own) numerical maps digital files (not enough)  interesting places (on its own) interesting visits
	(d)	(i)	<ul style="list-style-type: none"> <li>• indicates/shows/tells/identifies/points out picnic area(s)/place(s)/stop(s)/spot(s)/site(s) <u>nearby/near/close by/in your proximity/nearest/closest</u> picnic area(s)/place(s)/stop(s)/spot(s)/site(s)</li> </ul>	1	you can have a picnic nearby picnic aires/in the open air approximate time of picnic approximate picnic areas to see the nearness of the picnic the nearest area show the path you are walking shows all the long paths on the map encourage people to get interactive
		(ii)	<ul style="list-style-type: none"> <li>• impossible to get lost/you can't get lost/won't lose your way</li> </ul>	1	impossible to lose it/you cannot lose it

Question		Expected response	Max mark	Additional guidance
				Do not accept:
(e)		<ul style="list-style-type: none"> <li>• <u>discover/find out</u> about <u>beautiful/lovely/fine/pretty</u> countryside/scenery/landscapes</li> <li>• share (good) moment(s) with <u>the family/as a family</u>/they are with their <u>family</u>/create more <u>family</u> moments</li> <li>• <u>do/take part in</u> an activity/activities which is <u>good for their health</u></li> <li>• (encourages them to) leave/go out of their (bed)<u>room</u>(s)/not to stay in their <u>room</u></li> </ul> <p>Any 3 from 4</p>	3	<p>they like the pretty countryside/places discover the passages/walkways</p> <p>gets the family to participate in being active</p> <p>activity is good for their health they are healthier do activities it is good for their health look after their health eat healthy</p> <p>they go out encourages them to stop/stay in their room</p>



Question		Expected response	Max mark	Additional guidance
				<b>Do not accept:</b>
3.	(a)	<ul style="list-style-type: none"> <li><u>work experience/work</u> experience in business placements</li> <li>speaks/talks to/with (each/every) <u>pupil(s)/student(s)</u></li> </ul>	2	experience training course stages business training courses  talks
	(b)	<ul style="list-style-type: none"> <li>if the pupil does <b>not</b> know/is unsure what he/she wants to do <u>in the future/later on</u></li> <li>if the pupil is/when they are interested in <u>several/many/a lot/lots of/more/other</u> job(s)/profession(s)/occupation(s)/career(s)</li> </ul>	2	if the pupil does not know/is unsure what he/she wants to do they don't know about their future after the conversation with the advisor if the pupil knows what he/she wants to do in the future/later on if the pupil does not know what to do  if the pupil is interested in a job if the pupil is interesting if the job is interesting so they are interested in the/a profession
	(c)	<ul style="list-style-type: none"> <li><u>several/different/many/a lot of</u> employers</li> <li><u>a variety of</u> businesses/enterprises (in the one place)</li> </ul> <p>Any 1 from 2</p>	1	there are employers there  ask questions gives many more employers a big variety of business in one place big variety of training courses in the same place

Question		Expected response	Max mark	Additional guidance
				<b>Do not accept:</b>
(d)	(i)	<ul style="list-style-type: none"> <li>by answering questions/responding to questions about <u>their/the</u> job/profession/career/work</li> <li>by speaking/talking about the <u>positive</u> aspects/parts/things of <u>their/the</u> job/profession/work/career</li> <li>speak about the <u>necessary/required</u> qualities/skills <u>needed</u> to do <u>it/their/the</u> profession/career/job/work</li> </ul> <p><b>NB: speak about the positive aspects of their job and the necessary skills = 2 marks because the necessary skills are relating back to their job.</b></p>	3	<p>answering questions answering questions on their subjects asking questions answer the students questioning the subjects answer questions about work</p> <p>speak about the positive aspects/parts/things of a job speak about their profession/career/job/working positive about working/of work/for work</p> <p>speak about the (necessary) qualities/skills to do <u>a</u> profession/career/job/work</p>
	(ii)	<ul style="list-style-type: none"> <li>(pupil can) discover/find out about a profession/career/job/work he hasn't/hadn't/wouldn't have considered (before) hasn't/hadn't/thought about/didn't consider/think about</li> </ul>	1	<p>pupil can discover/find out about profession/career/job/work consider a job a job they would/wouldn't consider (first)</p>
(e)		<ul style="list-style-type: none"> <li>to be <u>a pilot</u> (any spelling of pilot) you have to be <u>good/strong</u> at maths</li> </ul>	1	<p>to become a pilot you need maths maths are very important you need to be good at maths (no mention of pilot) you need a diploma/degree in maths to be a pilot</p>

[END OF MARKING INSTRUCTIONS]



National  
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2019

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**2019 French**

**Writing**

**National 5**

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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, <b>including 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, for example <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, for example <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> for example <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, for example 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, for example <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]





National  
Qualifications  
2019

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**2019 French**

**Listening**

**National 5**

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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) 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) 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.
- (g) For questions that ask candidates to 'state' or 'give', candidates must give a brief, accurate response/name..

Marking instructions for each question

Question		Expected response	Max mark	Additional guidance
				Do not accept:
1.	(a)	<ul style="list-style-type: none"> <li>300km [2<sup>nd</sup> box ticked]</li> </ul> <p>More than one box ticked = 0</p>	1	wrong box ticked
	(b)	<ul style="list-style-type: none"> <li>(more than) <u>100</u> beaches/<u>100s</u> of beaches</li> <li>(almost) <u>always</u> sunny/sunny <u>every day</u>/sunny <u>all year round</u>/ <u>all the time</u></li> </ul>	2	plenty/a lot of beaches  (very) sunny/sunny sometimes/lots of sun hot/warm/nice weather
	(c)	<ul style="list-style-type: none"> <li>mountain(s) in the <u>north/south</u> (one needed)</li> <li>(very) <u>dense/tropical</u> forest/rainforest</li> <li><u>many/numerous/lots of</u> rivers</li> </ul> <p>OR</p> <p><u>small</u> rivers</p> <ul style="list-style-type: none"> <li>houses/businesses in the centre (of the island)</li> </ul> <p>Any 2 from 4</p>	2	mountain(s) (without north/south)  tropical rainforest (without dense/tropical) island is in the tropics  there are rivers a river/small river  there are houses/businesses there is a house/a business  the capital is Fort-de-France palm trees varied landscape tropical landscape

Question		Expected response	Max mark	Additional guidance
				Do not accept:
	(d)	<ul style="list-style-type: none"> <li>• (excellent selection of) spices</li> <li>• sweet(s)/sweet things/sugar(y) products/sugary foods/confectionery</li> <li>• <u>local</u> products/produce/items/goods</li> </ul> Any 2 from 3	2	sugar  tourist gifts/souvenirs/food/local food
	(e)	<ul style="list-style-type: none"> <li>• <u>great/good/nice/excellent</u> destination/holiday/place for <u>everyone/everybody/anyone/all people</u>                it's <u>great/good/nice/excellent</u> for <u>everyone/everybody/anyone/all people</u></li> </ul>	1	a great destination genuine destination great holiday/genuine holiday it's interesting/beautiful anyone can go for people around the world/in the world

Question		Expected response	Max mark	Additional guidance
				<b>Do not accept:</b>
2.	(a)	<ul style="list-style-type: none"> <li>seaside/at the sea/on the coast/at the coast/next to the ocean</li> </ul>	1	beach on the border of the island/beach
	(b)	<ul style="list-style-type: none"> <li>his grandmother/gran/granny/grandma/nan(a)</li> </ul>	1	any wrong specific grandmother and grandfather
	(c)	<ul style="list-style-type: none"> <li>starts at 8 am and ends at 14.30 [3<sup>rd</sup> box ticked]</li> </ul> <p>More than one box ticked = 0</p>	1	wrong box ticked
	(d) (i)	<ul style="list-style-type: none"> <li>speciality(of Martinique/the island)/special to Martinique/ Martinique special/specific to Martinique/traditional/typical dish</li> <li><u>pork</u> (dish served) with <u>rice</u></li> </ul>	2	his speciality nice only available in Martinique/the island a favourite in Martinique/on the island he eats it a lot/every day  dish served with rice pork (on its own) rice (on its own)
	(ii)	<ul style="list-style-type: none"> <li><u>tropical</u> fruit</li> <li>pineapple</li> <li>coconut</li> </ul> <p>Any 1 from 3</p>	1	tropical (fruit) drink/juice something tropical  any wrong fruit for example banana  chocolate hot chocolate/cocoa/coco

Question			Expected response	Max mark	Additional guidance
					Do not accept:
	(e)	(i)	<ul style="list-style-type: none"> <li>horse riding</li> <li>(mountain) biking/cycling</li> </ul>	2	any wrong sport  VTT dirt biking or wrong specific
		(ii)	<ul style="list-style-type: none"> <li><u>evening/night</u> of <u>folk</u> music</li> <li><u>evening/night</u> of music in the <u>capital/Fort-de-France</u></li> <li><u>folk</u> music in the <u>capital/Fort-de-France</u></li> </ul> Any 1 from 3	1	listen to music  visit the capital go to a (music) festival  music in the capital
	(f)		<ul style="list-style-type: none"> <li>has a party/celebrates/parties</li> <li>dress up/disguise themselves/wear fancy dress/wear(fancy) costumes</li> <li>sing <u>traditional</u> songs/<u>traditional</u> singing</li> <li>dance</li> </ul> Any 3 from 4	3	everyone goes  get dressed wear traditional clothes/dress up traditionally dress up in fancy outfits  there is the orchestra sing

[END OF MARKING INSTRUCTIONS]