



National  
Qualifications  
2014

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# 2014 French Listening

## National 5

### Finalised Marking Instructions

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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 utmost care must be taken when entering and totalling marks. Where appropriate, all summations for totals must be carefully checked and confirmed.
- (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 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.

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
1.	(a)	<ul style="list-style-type: none"> <li>• Good/nice atmosphere/ambiance.</li> <li>• Regular customer(s)/client(s). OR customer(s)/client(s) come(s) back (all the time)</li> <li>• Never/not boring.</li> </ul> <p><b>(2 from 3)</b></p>	2	Good restaurant Nice environment
	(b)	<ul style="list-style-type: none"> <li>• Lives (in a village/town) (quite) far away/doesn't live close/near.</li> <li>• No/not a lot of (public/other) transport/any specific public transport.</li> </ul> <p><b>(1 from 2)</b></p>	1	She doesn't need to use public transport She doesn't have her own transport
	(c)	(i)	1	
		(ii)	1	Any specific role on its own is incorrect Eg works as a cook
	(d)	<ul style="list-style-type: none"> <li>• The customers are <u>generous</u>.</li> <li>• Customers leave (good) tips/she gets (good) tips.</li> <li>• (she) can eat (for free/at work/at the restaurant/there)/she gets food/to eat/she is allowed her meals (accept any specific meal).</li> </ul> <p><b>(2 from 3)</b></p>	2	She can <u>go there</u> for meals

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
	(e)	<ul style="list-style-type: none"> <li>• She loves it, but it is busy and tiring.</li> </ul> <p>Third box ticked.</p> <p>NB More than one box ticked = 0 marks</p>	1	
			8	

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
2.	(a)	<ul style="list-style-type: none"> <li>Twice/two/2 (evenings/nights/times/days/shifts).</li> </ul>	1	Wrong number
	(b)	<ul style="list-style-type: none"> <li>Same/similar age.</li> <li>(She has/they have) (a lot of) things in common/similar/same interest(s)/she likes/they like the same thing(s).</li> <li>(she likes to/can) <u>go out</u> with them/(they like to/can) <u>go out</u> together.</li> </ul> <p><b>(2 from 3)</b></p>	2	
	(c) (i)	<ul style="list-style-type: none"> <li><u>Her friend(s)</u> met up/used to hang out (at the café)/ went (to the café) <u>without</u> her/she used to go to a café <u>with her friend(s)</u>.</li> </ul> <p>OR</p> <p>She didn't have (enough) time <u>for</u>(her) <u>friend(s)</u>/ couldn't/found it difficult to go out with/hang out with/see/meet/hardly saw <u>her friend(s)</u>.</p>	1	
	(ii)	<ul style="list-style-type: none"> <li>They meet/she goes/hangs out (with them/friends)/ sees them/friends (on/every) <u>Friday</u> (evening).</li> <li>They have a party/go partying/go to parties/have a good time/enjoy themselves.</li> </ul>	2	<p>Any (additional) wrong day negates the point for the answer</p> <p>Nothing too specific eg 'clubs' on its own</p>

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
	(d)	<ul style="list-style-type: none"> <li>Organises herself/is (more) organised/organises her time.</li> <li>(does it/homework) on a <u>Sunday</u>.</li> <li>Doesn't spend hours/ages/all her/all the time in front of the television.</li> </ul> <p>OR</p> <p>Spends less/not as much time in front of the TV (like/as before).</p> <p><b>(2 from 3)</b></p>	2	Does not watch TV
	(e)	<ul style="list-style-type: none"> <li>Has learnt to manage her time.</li> <li>(more) confident (speaking/working) <u>with people</u> (she doesn't know)/<u>the public</u>.</li> <li>Become <u>more</u> responsible/take on <u>more</u> responsibility.</li> </ul> <p><b>(2 from 3)</b></p>	2	
	(f)	<ul style="list-style-type: none"> <li>Not sure/doesn't know (yet).</li> <li>Look for/find a (full-time/another/a new) job.</li> <li>(spend a year) <u>travelling</u> in/around/to/through <u>Europe</u>.</li> </ul> <p><b>(2 from 3)</b></p>	2	Part-time job
			12	

[END OF MARKING INSTRUCTIONS]



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## 2014 French Reading and Writing

### National 5

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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.*

- (h) Marks for each candidate response must always be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment.
- (i) 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.
- (j) Award a mark to each answer. Marks are not transferable between questions.
- (k) For the purposes of clarity, ticks should be used from the toolbar and marks should be transferred to the right hand side area.



Detailed Marking Instructions for each Question - Reading

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
1.	(a)	<ul style="list-style-type: none"> <li>Do young (French) people/youths/children/ French people receive <u>less</u> (pocket) <u>money</u> than <u>5</u> years <u>ago/2009</u>?</li> </ul>	1	Any wrong specific When 5 years old More pocket money than 5 years ago Over/during/in the last 5 years
	(b)	<ul style="list-style-type: none"> <li>The amount has increased by 10 Euros over the last 5 years. <b>Third box ticked.</b></li> </ul> <p><b>NB more than one box ticked = 0 points</b></p>	1	Wrong ticked box
	(c)	<p>(i)</p> <ul style="list-style-type: none"> <li>Going out <u>in town/city</u>/going <u>to town</u>/going to parties <u>in town</u>/outings <u>to the city</u>/evenings <u>in town</u>.</li> <li>(Going to) see/watch/support their <u>favourite/preferred/best</u> team.</li> </ul> <p><b>NB Going out to town to see their team =1 mark</b></p>	2	In/to the village Going out of the town  Any reference to equipment
		<p>(ii)</p> <ul style="list-style-type: none"> <li>(Tend to) save their money.</li> </ul>	1	Economising money Budget their money
	(d)	<ul style="list-style-type: none"> <li>To award their children/as a reward.</li> <li>For a <u>good</u> school report/doing <u>well at</u> school/<u>good</u> marks at school/<u>good</u> grades.</li> <li>For jobs done at home/helping at home/doing household tasks/chores/housework.</li> <li>For birthdays.</li> </ul> <p><b>(3 from 4)</b></p>	3	School Bulletin/newspaper  Homework  Special occasions - insufficient Anniversary

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
	(e)	<ul style="list-style-type: none"> <li>• It helps children/young people to manage/they (learn to/can) manage their budget/money/learn about money/can budget.</li> <li>• It will be easier/easy when they are older/as adults/it helps them as adults/in the future</li> </ul>	2	Infants
			10	

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
2.	(a)	<ul style="list-style-type: none"> <li>Appreciate (the way of life/lifestyle/form of life in) <u>another country/other countries</u>/the way people <u>in other countries</u> live/appreciate <u>other</u> ways of life.</li> <li>Helps us understand our (own) language (better).</li> </ul> <p><b>(1 from 2)</b></p>	1	<p>Any reference to fashion  Appreciate the life of others  Appreciate the world - insufficient  Learn about another country</p> <p>Helps us to learn other languages/English (or other specific language)</p>
	(b)	<ul style="list-style-type: none"> <li>Many employers want their employees to speak at least one language.</li> </ul> <p><b>First box ticked.</b></p> <p><b>NB more than one box ticked = 0 points</b></p>	1	Wrong box ticked
	(c)	<ul style="list-style-type: none"> <li>Found it <u>difficult/hard to/couldn't</u> express (himself/things)/<u>was bad at</u> expression/<u>wasn't good at/was bad at</u> expressing (himself/things)/speaking/ talking.</li> </ul> <p><b>NB Tense irrelevant</b></p>	1	<p>Bad expressions/bad experiences/a lot of expression/it isn't expressive  He (had) expressed himself (really) badly.</p>
	(d)	<ul style="list-style-type: none"> <li>Couldn't find a job <u>in his country/France</u> to find a job <u>in his country</u>/has never worked <u>in his country</u>.</li> <li><u>Advised</u> to learn a language/Career Advisor told him to learn a language.</li> <li>To <u>widen/increase/enlarge/have more/other</u> job possibilities/help his chances of employment.</li> </ul> <p><b>(2 from 3)</b></p> <p><b>NB Easier to get a job in his own country = 1 mark</b></p>	2	<p>He wanted to travel - irrelevant</p> <p>After his studies - irrelevant</p> <p>Easier to get a job - insufficient</p>

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
	(e)	<ul style="list-style-type: none"> <li>• Watched <u>the news/current events/current affairs/topical issues</u> (in English).</li> <li>• Changed the language on his laptop/tablet/computer/pc/mobile/phone/has the same language on his mobile/etc.</li> </ul>	2	Job in England - not enough information Watched films/TV programmes in English/actual TV programmes  Exchanged languages
	(f)	<ul style="list-style-type: none"> <li>• Spend (at least) <u>a year</u> in the country.</li> <li>• (From the beginning) speak with the locals/inhabitants/people who live there.</li> <li>• Don't be afraid/embarrassed/ashamed to make <u>mistake(s)</u>/There is no shame in making <u>mistake(s)</u>/There is nothing wrong with making <u>mistake(s)</u>/it is normal to make <u>mistake(s)</u>.</li> </ul> <p>(2 from 3)</p>	2	Go to the country - insufficient  Speak languages with the inhabitants  Don't be afraid/embarrassed/ashamed - insufficient
	(g)	<ul style="list-style-type: none"> <li>• Languages are important in all aspects of life.</li> </ul> <p>Third box ticked.</p> <p>NB more than one box ticked = 0 points</p>	1	Wrong box ticked
			10	

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
3.	(a)	<ul style="list-style-type: none"> <li>Famous/Celebrated</li> </ul>	1	Demonstration Expressed
	(b)	<ul style="list-style-type: none"> <li>Put/(lit/light/light up) candles <b>in the window.</b></li> <li><b>Went out/Went</b> (down) into the <b>street(s).</b></li> <li><b>Saw/Watched</b> the town illuminated/lit up.</li> <li><b>Shared</b> this/the moment with (their) <b>friends/enjoyed</b> with <b>friends/took part</b> with <b>friends.</b></li> </ul> <p>(2 from 4)</p> <p>NB Tense irrelevant</p>	2	Turn the lights on in the window  Went to friends' house With family
	(c)	<ul style="list-style-type: none"> <li>Garden(s)/flowers <b>illuminated/lit up</b>/flower garden <b>light(s)</b>/garden of flowers <b>floodlit/floodlight</b> (accept different spellings of light).</li> <li>Fireworks <b>in the old town/city.</b></li> <li>Pictures/images (projected) onto the building(s)/ the building(s) (all lit up) with images/Projections on building(s).</li> </ul>	3	Brilliant flowers/garden of flowers - insufficient  Artefacts/artificial fires/in the old village  Reference to walls or specific building eg castle.
	(d)	<ul style="list-style-type: none"> <li>Book/reserve/(get a hotel/room) <b>in advance/ ahead/early.</b></li> <li>Dress warmly/wear warm clothes/jacket/dress appropriately/wrap up warmly( it can be cold in Lyon).</li> </ul>	2	Get a good hotel Book a room - insufficient  Stay warm
	(e)	<ul style="list-style-type: none"> <li>Nowhere to <b>park</b>/hard <b>to park</b>/no <b>parking</b> places.</li> <li>Can't sleep because of the noise.</li> <li>(People) throwing/dropping paper/trash/rubbish/ litter(on the ground/earth/floor).</li> </ul> <p>NB Litter on its own = 1mark</p> <p>(2 from 3)</p>	2	There is no place - needs reference to parking  Can't sleep - insufficient A lot of noise - insufficient  Wrong specific - throw paper <b>out of the window, bus</b>
			10	

## 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:

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.

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, <b>even though he/she may not address one of the unpredictable bullet points.</b></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>	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><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 to have and to be.</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]