



National
Qualifications
2015

2015 French

National 5 Reading

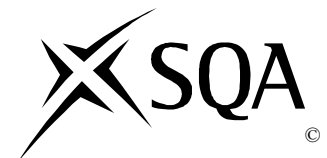
Finalised Marking Instructions

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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.

Detailed Marking Instructions for each Question - Reading

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
1.	(a)	<ul style="list-style-type: none"> (her) clothes (any spelling)/garments A trip/a holiday/journey/travelling NB: Clothes and holiday interchangeable 	2	Specific item of clothing eg dress
	(b)	<ul style="list-style-type: none"> asked her <u>mum's friend/a friend of her mum</u> (who has a shop) Called/phoned/asked/spoke to the (boss) of a (big) company 	2	Asked her <u>friend's mum</u> Saw a job in a magazine Worked in her mum's shop Applied to a big company Called an enterprise Begged a man in a company
	(c)	<ul style="list-style-type: none"> To wait/come back/return in two/three years. (Both numbers do not need to be mentioned)/come back in a couple of years/when she is 17/18. 	1	Come back later/when older Try next year Come back when she is 16
	(d)	<ul style="list-style-type: none"> During the school holidays (Only if) the school holiday lasts two weeks/15 days/14 days (or more). <u>Cannot/can't/not allowed to work more than</u> five hours <u>a day/daily/in the daytime</u> OR <u>can only</u> work five hours <u>a day/daily/in the daytime etc.</u> <p>(Any 2 from 3)</p>	2	Not allowed/can't work in school holidays Work usually 15 days or more.

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
	(e)	<ul style="list-style-type: none"> Do/help with housework/cleaning/household chores/chores for an <u>old(er)/elderly</u> person Give (individual/particular/private) lessons/courses /tutoring to(younger) pupil(s)/student(s)/children/ help younger people with school work/tutor/teach younger people <u>Mow/cut</u> the lawn/garden/grass 	3	Help old people Help old people do their cooking/with their shopping and bags Do house work Look after young children Do the gardening Clean the garden
			10	

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
2.	(a)	<ul style="list-style-type: none"> The Internet is an essential tool at work (second box ticked) 	1	More than one box ticked =0
	(b)	<ul style="list-style-type: none"> Do/helps with research/investigations communicate with people/students <u>from around/all over/across the world/abroad/anywhere/anywhere</u> learn computer skills/learn computing <p>(Any 2 from 3)</p>	2	<p>Find out information Do essays Can search Help pupils/students do homework</p> <p>Communicate with/speak to people</p>
	(c)	<ul style="list-style-type: none"> The child/the student/the pupil can find help/information /do it (himself/on his own/instead of asking parents) OR they/he/she can find information/help <u>themselves/himself/on their own</u> The parent/they can get/give/find <u>information for/to inform the child</u> <p>(Any 1 from 2)</p>	1	<p>Has information for essays (does not relate sufficiently to question)</p> <p>Parents help the child to find information Parents help with homework Lets parents have the chance to help their children They/the parents can access a lot of information (with no mention of the child)</p>

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
	(d) (i)	<ul style="list-style-type: none"> You can lose (any recognisable spelling) contact/ touch with reality/real world You read less/fewer books <p>(Any 1 from 2)</p>	1	
	(ii)	<ul style="list-style-type: none"> (Stay at home) to chat/discuss/talk/speak with virtual friends/virtually/on the computer/internet/online. 	1	Speak with friends To be (at home) with virtual friends/ on the computer/online (no mention of talking/discussing)
	(iii)	<ul style="list-style-type: none"> Do not believe everything (you read/see/someone says/writes) (on the internet) OR Not everything (you read) (on the internet) is true/correct. 	1	People are not who they say they are You need to be careful about what you are reading
	(e)	<ul style="list-style-type: none"> There are not enough computer(s) (in each classroom/room/class). The computer/system/network/data system/IT (often) does not work/breaks down Difficult/hard to access/reach/get on to/find (interesting/web/some) sites/some sites are not accessible. <p>(Any 2 from 3)</p>	2	Classrooms don't all have computers There are no computers/there aren't many computers There aren't enough in the classroom The computers are a pain Some sites are unsuitable/bad Websites which are interested in school Hard to find sites which interest pupils

Question			Expected Answer(s)	Max Mark	Unacceptable Answers
	(f)		<ul style="list-style-type: none"> The Internet can support learning when and where appropriate <p>(third box ticked)</p>	1	More than one box ticked =0
				10	

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
3.	(a)	<ul style="list-style-type: none"> • <u>Perfect</u> apples 	1	Potatoes
	(b) (i)	<ul style="list-style-type: none"> • (They have to make/pick/choose) a strict selection (process)/select strictly/strictly select 	1	Inspect the produce strictly Make sure the food is fresh
	(ii)	<ul style="list-style-type: none"> • Fruit (and) vegetables/produce with (the slightest) <u>things wrong/problems/defects/flaws/with a bit of damage /which are off/not perfect/which aren't up to standard/scratch/ good enough</u> go in the bin/get thrown away/wasted. 	1	They are thrown away/go in the bin A lot of food wasted They throw out 20% of the food we buy (answer in wrong location).
	(c)	<ul style="list-style-type: none"> • Buy more than they eat/need/consume/buy too much food/produce/products • (In France) <u>20%</u> of food is thrown away/wasted/put in the bin NB: We buy more than we eat by 20% = 2 marks 	2	We buy more food (no indication of excess)
	(d)	<ul style="list-style-type: none"> • Money used in food/fruit and veg <u>production</u> is wasted/Money we use <u>to produce</u> food/fruit and veg is wasted • Waste/scrap has to be treated/dealt with/processed/necessary to treat/process waste/recycled • Recycling uses/requires/needs/demands (a lot of) energy <p>(Any 2 from 3)</p>	2	You/We are wasting money on food you/we are not eating Money is being wasted Money spent on products is wasted We are using more energy

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
	(e)	<ul style="list-style-type: none"> • (Make/have/use/write) a shopping list/a list of shopping • (Only) buy/get/purchase the right quantity/amount/produce/food/stuff needed/necessary/required OR Don't buy unnecessary/too many products/more than you need. • (You can) freeze <u>leftovers/scraps/food that's left/the rest/what you don't eat</u> (in the fridge) 	3	List of meals Buy as little as you can Keep food in the fridge Put less stuff in the fridge and use the freezer more Keep food frozen instead of in the fridge Always freeze/put in the freezer (no mention of leftovers) Keep leftovers to have at a later date
			10	

[END OF MARKING INSTRUCTIONS]



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2015 French

National 5 Writing

Finalised Marking Instructions

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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:

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 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>

Category	Mark	Content	Accuracy	Language resource - variety, range, structures
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>
		<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>	<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>

Category	Mark	Content	Accuracy	Language resource - variety, range, structures
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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National 5 Listening

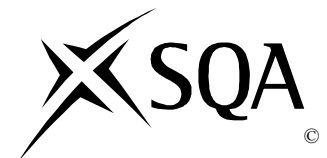
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General Marking Principles for National 5 French Listening

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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 utmost care must be taken when entering and totalling marks. Where appropriate, all summations for totals must be carefully checked and confirmed.
- (e) The Marking Instructions indicate the essential idea that a candidate should provide for each answer.
- (f) The answers for each question must come from the item.
- (g) The assessment of overall purpose is always a supported question (for example, a grid) in Item 1.
- (h) 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.

Detailed Marking Instructions for each Question

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
1.	(a)	<ul style="list-style-type: none"> 7 years ago / 2008 	1	Wrong number
	(b)	<ul style="list-style-type: none"> To see/watch <u>20</u> films/up to <u>20</u> films To see film(s) of your choice/to see film(s) you like/prefer <p>(Any 1 from 2)</p>	1	As many films as you want/like More than 20 films
	(c)	<ul style="list-style-type: none"> (Get to know/appreciate/see/learn about/explore/understand/experience) different culture(s)/(it shows/introduces) different culture(s)/ other countries' culture(s)/new culture(s)/(see) differences in other culture(s) Improve your (understanding of) (foreign) language(s)/understand language(s)/learn different/new language(s)/familiarise yourself with other language(s)/great for learning language(s) 	2	Meet people from different cultures Hear different languages Compare different languages
	(d)	<ul style="list-style-type: none"> Give your opinion about/view on the film/talk about how good the film was Meet/interview/question/speak/talk to (the) actor(s) Make/meet (new) friend(s) <p>(Any 2 from 3)</p>	2	Discuss/talk about the film Talk about the actor(s) Go with friends
	(e)	<ul style="list-style-type: none"> A (French) woman/man/person/someone who starts a (new) career/job (in Spain)/finding a (new) career/job (in Spain) A (French) woman/man/person/someone who goes to/moves to/is in <u>Spain</u>/lives in Spain <p>(Any 1 from 2)</p>	1	Set in Spain The history of France/Spain "Spain" on its own Ignore nationality The film is in Spanish Visits /visiting Spain

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
	(f)	<ul style="list-style-type: none"> To promote international films 	1	Wrong box ticked (More than one box ticked =0)
		<ul style="list-style-type: none"> 	(8)	

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
2.	(a)	<ul style="list-style-type: none"> It is the (beginning of)/she is on/going on holiday(s)/vacation It is her birthday <p>(Any 1 from 2)</p>	1	Birthday coming up/soon Anyone else's birthday
	(b)	<ul style="list-style-type: none"> Watching films on big screen Sharing emotions 	2	3 boxes ticked maximum mark =1 4 boxes ticked =0
	(c)	<ul style="list-style-type: none"> He makes her laugh/he's (really/truly) funny She likes his accent (from the North of France)/She enjoys his accent/She likes the way he speaks/He has a nice/good accent He has an accent from the North (of France)/is from the North (of France)/was born in the North (of France)/lives in the North (of France) <p>(Any 1 from 3)</p>	1	He is a French actor He is a good actor He is good-looking He is from the South (etc)
	(d)	<ul style="list-style-type: none"> They are <u>too/very/quite/really</u> long The <u>language</u> used is old-fashioned/out of date/not modern/ancient Not a lot of/little/no <u>action</u>/not much happens/not good <u>action</u>/(very) slow/boring <p>(Any 2 from 3)</p>	2	Any answer without a qualifier "Old-fashioned" (on its own) In black and white Not relaxing Rubbish / Stupid

Question	Expected Answer(s)	Max Mark	Unacceptable Answers
(e)	<ul style="list-style-type: none"> Change the channel/programme/movie/film/it/ watch something else (if you don't like it) <u>Pause/Stop</u> it to go to the <u>toilet/bathroom</u> It is free/no charge/you don't have to pay <p>(Any 2 from 3)</p>	2	Change the volume Watch a movie you like / Pick what you like Can watch it with dog/pet She can turn it off "pause" / "go to the toilet" (on its own)
(f)	<ul style="list-style-type: none"> (Lots of/too much) <u>advertising/(too many/lots of) advert(s)/commercial(s)</u> (every 10 minutes/ are long)<u>adverts</u> every 2 minutes (Too many) <u>American soap(s)/series/ sitcom(s)/show(s)/programme(s)/it's all American/it's like American TV/American TV show(s)</u> are stupid (A lot of) <u>stupid</u> game show(s)/quiz(zes) OR game show(s)/ quiz(zes) <u>in the morning</u> OR <u>stupid</u> programme(s)/thing(s) <u>in the morning/every morning</u> <p>(Any 2 from 3)</p>	2	Publicity Adverts last 2 minutes (Idea of adverts being short) Adverts last 10 mins Too many American actors The American accents "game show(s)" (on its own) "stupid programme(s)/show(s)" (on its own) "it's stupid" (on its own)
(g)	<ul style="list-style-type: none"> <u>Interesting documentaries/documentary</u> (any recognisable spelling) Programmes in <u>German/from Germany/German</u> programmes 	2	Interesting programmes Programmes in English
		(12)	

[END OF MARKING INSTRUCTIONS]