



National  
Qualifications  
2017

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**2017 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.

| Question |     | Expected answer(s)   | Max mark | Unacceptable answers   |
|----------|-----|--|----------|--|
| 1.       | (a) | <ul style="list-style-type: none"> <li><u>Everyday/daily/day to day</u> life/life <u>everyday</u>.</li> </ul>  | 1        | Group work<br>School<br>Professional life.   |
|          | (b) | (i) <ul style="list-style-type: none"> <li>(Choose/pick/have) (classmate(s)/friend(s)/ people/pupil(s) with) <u>different/a variety/mix of skill(s)/competence(s)/capabilitie(s)/knowledge</u></li> <li>Find motivated people/person</li> </ul> OR <ul style="list-style-type: none"> <li>People who are motivated to work/want to work/like working/work well.</li> </ul> | 2        | Work with a variety of people<br>Choose a class with variety<br>Choose a variety of friends (with no mention of skills)<br>Classmates who give good advice<br>Well organised.<br><br>Find different motivations<br>Different motivations to work<br>People who motivate.<br>Find someone who motivates you to work<br>Motivate people. |
|          |     | (ii) <ul style="list-style-type: none"> <li>Do nothing/not doing anything/not on task/don't get the work done/not working</li> <li>Chat/talk/speak/gossip</li> <li>Laugh (a lot/too much)/having a laugh/joke/fun.</li> </ul> (Any 2 from 3)   | 2        | Messing around<br>May not pay attention.   |
|          | (c) | <ul style="list-style-type: none"> <li>(Be) respectful/respect others</li> <li>Listen to (everyone's) opinion(s)/others</li> <li>(Learn how to/make) compromise.</li> </ul> (Any 2 from 3)   | 2        | Give your opinion<br>Listen to opinion about/in/all around the world.<br><br>Be fair.  |

| Question |     | Expected answer(s)  | Max mark | Unacceptable answers   |
|----------|-----|---|----------|--|
|          | (d) | <ul style="list-style-type: none"> <li>• Divide the task(s) <u>equally/evenly</u></li> <li>• Everyone has a <u>specific/different</u> role/task/job/<u>specify</u> roles</li> <li>• Do <u>your best/one's/their best</u></li> <li>• Stay/remain/be positive.</li> </ul> <p>(Any 3 from 4)</p> | 3        | <p>Divide the group<br/> Make sure everyone is doing something<br/> Include everyone<br/> Divide the tasks between everyone.</p> <p>Don't blame others.</p> <p>Do better<br/> Have good results.</p> |

| Question |     | Expected answer(s)   | Max mark | Unacceptable answers  |
|----------|-----|--|----------|---|
| 2.       | (a) | <ul style="list-style-type: none"> <li>Quickly/quick/fast</li> <li>72/seventy two.</li> </ul>  | 2        | <p>To a scorching heat<br/>When the sun comes out.</p> <p>Any wrong number<br/>60 + 12.</p>   |
|          | (b) | <ul style="list-style-type: none"> <li><u>Many/a lot of/numerous</u> people died/death(s).</li> </ul>  | 1        | <p>One person died<br/>There was a/one death<br/>Old/young/people/children died (too specific).</p>   |
|          | (c) | <ul style="list-style-type: none"> <li><u>Did not inform/tell/warn/give advice</u> to (the French/France ) of/about the <u>risk(s)/danger(s)</u>.</li> </ul>   | 1        | <p>Did not tell people of/about the heat wave<br/>Did not inform people of what to do in a heat wave<br/>Had information about the risks of a heatwave (no mention of sharing this information)<br/>Did not tell the French that there was a risk that there would be a heatwave.</p> |
|          | (d) | <ul style="list-style-type: none"> <li>Drink (at least/more than) <u>two litres</u> of water <u>a/per day</u>/don't drink less than <u>2 litres</u> of water <u>a/per day</u></li> <li>Soak/wet/moisten your <u>hair</u> (regularly)</li> <li>Don't do/avoid <u>too much/many/a lot of</u> (physical) exercise/sport</li> <li>Stay in at the <u>hottest time/hour(s)</u>.</li> </ul> <p>(Any 3 from 4)</p> | 3        | <p>Drink less than two litres<br/>Drink water everyday.</p> <p>Wet yourself.</p>  |

| Question |         | Expected answer(s)   | Max mark | Unacceptable answers  |
|----------|---------|--|----------|---|
|          | (e) (i) | <ul style="list-style-type: none"> <li>Wear/put on a <u>hat/cap</u></li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Protect/cover your <u>head</u></li> <li>Stay/rest in the shade/shadow(s)</li> <li>Go to air conditioned place(s).</li> </ul> <p>(Any 2 from 3)</p> | 2        | Protect your hair<br>Cover up.<br><br>Wear sunscreen/sun cream.<br><br>Stay inside/don't go out<br>Go out in the morning/evening.             |
|          | (ii)    | <ul style="list-style-type: none"> <li>Close/shut your windows/keep your windows closed/shut <u>during the day/for the day/all the day.</u></li> </ul>   | 1        | Keep your windows open<br>Close your windows at night/on the journey ( <i>specific time/place which is incorrect</i> )<br>Cover your windows. |

| Question |     | Expected answer(s)  | Max mark | Unacceptable answers   |
|----------|-----|---|----------|--|
| 3.       | (a) | <ul style="list-style-type: none"> <li>Manage (one's/your) time.</li> </ul>   | 1        | Manage<br>Any mention of the weather.  |
|          | (b) | (i) <ul style="list-style-type: none"> <li>To find a (work) placement/work experience/training (course) (more)<u>easily/easier</u></li> <li>Useful/helps/helps prepare for their future career.</li> </ul> (Any 1 from 2)   | 1        | To find work/job easier<br>Easier to train students.<br><br>Helps them <u>to find</u> /get a job<br>It's easy/helps them <u>to find</u> a future career.   |
|          |     | (ii) <ul style="list-style-type: none"> <li>They can offer work <u>placements/training (course)/experience</u> to students</li> </ul> OR <ul style="list-style-type: none"> <li>They can find students who are interested/have an interest in their <u>business/company/firm/enterprise</u>.</li> </ul> | 1        | Get students interested in their business<br>Offer training to students who have interests<br>Offer interesting courses to students.   |
|          | (c) | <ul style="list-style-type: none"> <li>Cook/chef.</li> </ul>  | 1        | Wrong job.   |
|          | (d) | <ul style="list-style-type: none"> <li>Didn't know <u>anyone/someone</u> in this/that/the <u>field/job/line of work/area of work/domain</u></li> </ul> OR <ul style="list-style-type: none"> <li>Didn't know any/a chef/cook.</li> </ul>  | 1        | Didn't know anything about this field/job/line of work/area of work<br>Didn't know anyone<br>Didn't have (personal) knowledge in this field of work<br>No one had the knowledge on the estate<br>Didn't know anyone/someone /people in this/that area. |

| Question |     | Expected answer(s)   | Max mark | Unacceptable answers  |
|----------|-----|--|----------|---|
|          | (e) | (i) <ul style="list-style-type: none"> <li>Job/it/this/being a chef/this career wasn't for him/he didn't want to be a chef.</li> </ul>   | 1        | Not to carry on with the training<br>He didn't find it helped him/helpful.  |
|          |     | (ii) <ul style="list-style-type: none"> <li>Long hours</li> <li>On your feet/standing (up)/stood (up) <u>all day/the whole time/the whole day/all the day.</u></li> </ul>  | 2        | A long hour.<br><br>A long journey to work<br>Had to stand up everyday.   |
|          |     | (iii) <ul style="list-style-type: none"> <li>Developed/gained <u>skills/competences/capabilities/abilities/knowledge</u> (in the world of work)</li> <li>Became/has become confident/increased in/gained in/improved/developed/gave him confidence</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>He is <u>more</u> confident/he has <u>more</u> confidence</li> <li>Got/gets on well with colleagues/likes working with his colleagues.</li> </ul> <p>(Any 2 from 3)</p> | 2        | He has understanding/experience/of the world of work.<br><br><br><br><br><br><br><br><br><br>He is confident/has confidence<br><i>(does not imply progression)</i><br>Trust himself more.<br><br>Made friends<br>Getting to know his work friends/colleagues<br>Met new people. |

[END OF MARKING INSTRUCTIONS]





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2017

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**2017 French**

**Writing**

**National 5**

**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:

- (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> |
| 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>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 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>   |

| Category     | Mark | Content   | Accuracy  | Language resource - variety, range, structures   |
|--------------|------|---|---|--|
|              |      | 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>  | There may be one or two examples of inaccurate dictionary use, especially in the unpredictable bullet points.   | The candidate keeps to more basic vocabulary, particularly in response to either or both unpredictable bullet points.  |
| 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 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>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>Overall, there is more correct than incorrect.</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 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><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>               |
| 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> |

| Category  | Mark | Content   | Accuracy                      | Language resource - variety, range, structures   |
|-----------|------|---|-------------------------------|--|
|           |      |   |                               | <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> | Virtually nothing is correct. | <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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**2017 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) 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 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.
- (f) For questions that ask candidates to 'state' or 'give', candidates must give a brief, accurate response/name.



Part Two: marking instructions for each question

| Question |     |      | Expected answer(s)  | Max mark | Unacceptable answers  |
|----------|-----|------|---|----------|---|
| 1.       | (a) | (i)  | <ul style="list-style-type: none"> <li>• <u>5 minutes</u> from (her) <u>work/her job</u></li> <li>• <u>A lot of/lots of/many</u> shops</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Shops <u>near(by)/close/near</u> the shops.</li> </ul> <p>(Any 1 from 2)</p> | 1        | It is near a shop.  |
|          |     | (ii) | <ul style="list-style-type: none"> <li>• On 4<sup>th</sup> floor/4<sup>th</sup> storey (accept any spelling)</li> <li>• No lift/elevator/she has to walk up (stairs).</li> </ul> <p>(Any 1 from 2)</p>  | 1        | Any other floor<br>Too small/old/noisy/expensive<br>Not a lot of space/parking<br>It isn't a nice area/it isn't clean<br>She felt lonely/not a lot of people/lives on her own<br>Lots to pay herself<br>Traffic busy. |
|          | (b) |      | <ul style="list-style-type: none"> <li>• Same/similar age</li> <li>• Doesn't smoke/non-smoker/shouldn't smoke</li> <li>• Same/similar interests/likes same/similar things/same things in common.</li> </ul> <p>(Any 2 from 3)</p>   | 2        | Someone similar/nice/friendly/fun/calm<br>Someone who has a job and can pay rent<br>Someone who is tidy/clean/isn't messy<br>Someone who doesn't have pets.<br><br>Someone interesting.                               |

| Question |         | Expected answer(s)   | Max mark | Unacceptable answers  |
|----------|---------|--|----------|---|
|          | (c) (i) | <ul style="list-style-type: none"> <li>The housework/housekeeping/chores/cleaning/tidying/helping around the house/flat</li> <li>The noise she/Sophie made (a lot of/too much) noise/she was noisy/she was (too) loud/there was (a lot of/too much) noise</li> <li>The light(s) left on/light(s) not turned off/light(s) always on.</li> </ul> <p>(Any 2 from 3)</p> | 2        | <p>Mention of a specific chore eg she didn't do the washing up/cook<br/>She/Sophie was messy/was lazy<br/>The mess<br/>They do the tidying.</p> <p>She plays loud music.</p> <p>(Doesn't pay) electricity/rent/bills<br/>Wastes electricity.</p>  |
|          | (ii)    | <ul style="list-style-type: none"> <li><u>Sophie/she</u> does the washing-up/dishes</li> <li>(She/they) (only) invite(s) friends/people at the weekend/friends come at the weekend</li> <li>(She/they) <u>save(s)/conserve(s)/economise(s)/use(s) less/do(es) not waste/do(es) not use as much</u> electricity /energy.</li> </ul> <p>(Any 2 from 3)</p>             | 2        | <p><u>They</u> do the washing-up<br/>They share household tasks.</p> <p>They/Sophie go(es) out at the weekends<br/>Music on/at the weekends.</p> <p>(She/they) turn(s) the lights off<br/>They pay for/split electricity/bills<br/>(They) save money<br/>Electricity/energy (on its own).</p> |

| Question |         | Expected answer(s)   | Max mark | Unacceptable answers  |
|----------|---------|--|----------|---|
| 2.       | (a)     | <ul style="list-style-type: none"> <li>• A <u>small/little</u> village</li> <li>• <u>Near</u> Lyon (accept any spelling).</li> </ul> <p>(Any 1 from 2)</p>   | 1        | <p>A small/little <u>town/city</u>.</p> <p>In Lyon (if no mention of small village)<br/>Near a town/wrong named town (if no mention of small village).</p>  |
|          | (b)     | <ul style="list-style-type: none"> <li>• It is an old house (box 2)</li> <li>• There is a motorway nearby (box 4).</li> </ul>  | 2        | More than 2 boxes ticked. = 0   |
|          | (c)     | <ul style="list-style-type: none"> <li>• It is quiet/peaceful/calm/tranquil (accept any spelling)</li> <li>• There is (a lot of/loads of) (good) (public) transport</li> <li>• Bus/coach goes/buses/coaches go to <u>town/city</u> (centre)</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• <u>Regular</u> bus(es)/coach(es)/bus(es)/coach(es) come(s) <u>regularly</u>/there are <u>many/a lot of</u> buses/coaches.</li> </ul> <p>(Any 2 from 3)</p> | 2        | <p>It's nice/friendly/welcoming/clean.</p> <p>Wrong mode of transport eg (regular) trains going to town.</p> <p>There isn't any/not a lot of transport<br/>He gets the bus regularly into town.</p> <p>Buses go/come to the village (no notion of regular).</p> |
|          | (d) (i) | <ul style="list-style-type: none"> <li>• Swimming/going to/in (swimming) pool</li> <li>• Sunbathing/tanning/tan</li> <li>• (Had) a barbecue/BBQ (on terrace).</li> </ul> <p>(Any 2 from 3)</p>   | 2        | <p>Superbowl.</p> <p>Picnic.</p>  |

| Question |      | Expected answer(s)   | Max mark | Unacceptable answers  |
|----------|------|--|----------|---|
|          | (ii) | <ul style="list-style-type: none"> <li>Fishing/fish</li> <li>(Went to a) <u>restaurant</u></li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Went out to eat/out for lunch/out for dinner</li> <li>(Went for a) (small) <u>walk/walked</u>.</li> </ul> <p>(Any 2 from 3)</p>   | 2        | <p>Peaches.</p> <p>Went out for supper/tea (no mention of restaurant).</p> <p>Went for a run</p> <p><u>Went to the promenade/went to a tower/went on a tour</u>.</p> <p>Swimming.</p> |
|          | (e)  | <ul style="list-style-type: none"> <li>Young <u>at heart</u>/young <u>spirited</u>/youthful/act young</li> <li>(Very) active (for their age)</li> <li>He/You can talk/speak to them (about anything)<br/>They are good to talk/speak to/easy to talk to<br/>They can talk (to each other) about anything</li> <li>(He is) lucky to have them.</li> </ul> <p>(Any 2 from 4)</p> | 2        | <p>'Young' by itself.</p> <p>They talk/speak (a lot)/they talk/speak to him/they are talkative/chatty/they are good at conversation/they're always talking.</p> <p>Nice people.</p>   |
|          | (f)  | <ul style="list-style-type: none"> <li><u>Took/drove/used</u> grandfather's/his/their car (without permission/asking).</li> </ul>  | 1        | <p>Grandfather would not/did not give him permission to drive his car</p> <p>About his car</p> <p>He did not ask permission to leave</p> <p>He crashed his grandad's car.</p>         |

[END OF MARKING INSTRUCTIONS]