



National
Qualifications
2016

2016 French Listening

National 5

Finalised Marking Instructions

© Scottish Qualifications Authority 2016

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is to be used for any other purposes written permission must be obtained from SQA's NQ Assessment team.

Where the publication includes materials from sources other than SQA (secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the centre's responsibility to obtain the necessary copyright clearance. SQA's NQ Assessment team may be able to direct you to the secondary sources.

These Marking Instructions have been prepared by Examination Teams for use by SQA Appointed Markers when marking External Course Assessments. This publication must not be reproduced for commercial or trade purposes.



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)** The assessment of overall purpose is always a supported question (for example, a grid) in Item 1.
- (g)** 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.

Question			Expected Answer(s)	Max Mark	Unacceptable Answers
1.	(a)		<ul style="list-style-type: none"> • (In) spring • Every year / (one week) every year / once a year <p>(Any 1 from 2)</p>	1	<p>Wrong season Any mention of a month</p>
	(b)		<ul style="list-style-type: none"> • Their hobbies/interests/pastimes/ things you like/are interested in • Their animals/pets/animals in their house/household animals/domestic animals • If there are things/foods/is anything they <u>don't</u> like eating/ to eat/<u>can't</u> eat <p>(Any 2 from 3)</p> <p>N.B. What they like and don't like to eat = 1 mark</p>	2	<p>Favourite animal</p> <p>Allergies Special diets dietary requirements/needs Favourite foods/meal What they like to eat/what they can eat</p>
	(c)	(i)	<ul style="list-style-type: none"> • Go to a theme park/amusement park/fairground • Buy/shop for/get <u>presents/gifts/souvenirs</u> (for friend(s)) • Visit/tour of the town/city/walk around the town/city/town tour(s) <p>(Any 2 from 3)</p>	2	<p>Attraction(s) park</p> <p>Go shopping (with friends)</p> <p>Go into town Any mention of village</p>
		(ii)	<ul style="list-style-type: none"> • Taste/try specialities <u>of the country/region/area/ Scotland</u>/eat a traditional/special <u>Scottish</u> meal/ <u>national</u> speciality foods • Talk/discuss/speak/tell/chat about/share (the events of) the/his/her/their <u>day</u>/how the <u>day</u> went/ what happened during the <u>day</u> <p>(Any 1 from 2)</p>	1	<p>Learn about Scottish specialities Any mention of France</p> <p>About the trip/what happened on the trip Talk in French/English</p>

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
	(d)	<ul style="list-style-type: none"> The people/locals/Scottish (people)/Scots Scenery/countryside/landscape/the views (Any 1 from 2)	1	Young people
	(e)	<ul style="list-style-type: none"> it is a good way to get know a country well (first box ticked)	1	Wrong box ticked
			8	

Question			Expected Answer(s)	Max Mark	Unacceptable Answers
2.	(a)		<ul style="list-style-type: none"> <u>24 hour</u> (coach/bus) journey/ride/she was travelling for <u>24 hours</u> OR <u>long coach/bus</u> journey/ride She was (really) busy/(really) occupied/it was busy (in Scotland) (every day)/she did a lot (of activities) (when she was there) 	2	<p>Long journey/ride Wrong length of time Car She was awake for 24 hours</p> <p>Busy at school</p>
	(b)	(i)	<ul style="list-style-type: none"> (The building/school/it was) well-equipped <u>Big/large sports</u> ground(s)/pitch(es)/(playing) field(s)/area(s)/space(s) <p>(Any 1 from 2)</p>	1	<p>Lots of/good (sports) equipment Big/many/good (sports) facilities</p> <p>Any suggestion of sports inside the school building, e.g. hall/gym A lot of space/area for sport(s)</p>
		(ii)	<ul style="list-style-type: none"> Finish/school ends/finishes before/at/by 4pm/16.00 <u>Less</u> homework/<u>not as much</u> homework (Can take part/participate in) activities/clubs/<u>at the end of the day/after school</u>/extra-curricular activities <p>(Any 2 from 3)</p>	2	<p>School days are shorter Pupils finish earlier Pupils finish after 4pm/16.00 Any wrong time School is only for 6 hours/it's only a 6 hour day</p> <p>Homework was easy No homework</p> <p>Participate in activities in class Participate in clubs</p>

Question			Expected Answer(s)	Max Mark	Unacceptable Answers
	(c)	(i)	<ul style="list-style-type: none"> (Lively/animated) debate/argument/discussion Did survey(s)/questionnaire(s) <p>(Any 1 from 2)</p>	1	Any mention of cartoon/film/documentary/animation The class was lively It was fun/exciting/lively
		(ii)	<ul style="list-style-type: none"> Teacher was passionate/enthusiastic/excited(about subject) really likes/loves (the subject) Explained/explains well/explained/explains the lesson(s)/everything/it (well)/teacher was good at explaining <p>N.B. Do not penalise 'professor'</p>	2	The teacher likes the subject The teacher organised a great lesson The teacher is good at his/her job The teacher is nice/good The lessons were good The teacher taught the lesson well
	(d)		<ul style="list-style-type: none"> the lunch/dinner break is (too/very) short/not long (enough)/not as long/shorter <u>just/only</u> (enough) <u>time</u> to eat a sandwich not enough/not a lot of/not much/no choice in the canteen/there aren't many options in the canteen meals/menu/food/canteen not balanced/unbalanced/not healthy <p>(Any 2 from 4)</p>	2	They only got a sandwich (no mention of time) The pupils are unhealthy Doesn't like the food in the canteen

Question			Expected Answer(s)	Max Mark	Unacceptable Answers
	(e)		<ul style="list-style-type: none"> It's smart They feel proud <p>(first and third boxes ticked)</p>	2	Any wrong box ticked
				12	

[END OF MARKING INSTRUCTIONS]