



National  
Qualifications  
2017

---

**2017 French**

**Listening**

**National 5**

**Finalised Marking Instructions**

© Scottish Qualifications Authority 2017

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is reproduced, SQA should be clearly acknowledged as the source. If it is to be used for any other purpose, written permission must be obtained from [permissions@sqa.org.uk](mailto:permissions@sqa.org.uk).

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) 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</u>/her <u>job</u></li> <li>• <u>A lot of</u>/lots of/<u>many</u> shops</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Shops <u>near</u>(by)/<u>close</u>/<u>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 Too small/old/noisy/expensive Not a lot of space/parking It isn't a nice area/it isn't clean She felt lonely/not a lot of people/lives on her own Lots to pay herself 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 Someone who has a job and can pay rent Someone who is tidy/clean/isn't messy Someone who doesn't have pets.  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 She/Sophie was messy/was lazy The mess They do the tidying.</p> <p>She plays loud music.</p> <p>(Doesn't pay) electricity/rent/bills 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 They share household tasks.</p> <p>They/Sophie go(es) out at the weekends Music on/at the weekends.</p> <p>(She/they) turn(s) the lights off They pay for/split electricity/bills (They) save money 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> (Any 1 from 2)	1	A small/little <u>town/city</u> .  In Lyon (if no mention of small village) Near a town/wrong named town (if no mention of small village).
	(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> OR <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> (Any 2 from 3)	2	It's nice/friendly/welcoming/clean.  Wrong mode of transport eg (regular) trains going to town.  There isn't any/not a lot of transport He gets the bus regularly into town.  Buses go/come to the village (no notion of regular).
	(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> (Any 2 from 3)	2	Superbowl.          Picnic.

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> OR <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</u> the promenade/<u>went to</u> a tower/<u>went on</u> a tour.</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) They are good to talk/speak to/easy to talk to 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]